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ABSTRACT

The activity book is designed to help children learn that writing messages and stories will help them see the value of learning to spell. The activity book's program is based on the ideas that accurate spelling contributes to the clarity of written messages; spelling accuracy shows attention to detail, sending a positive message to teachers and employers; and spelling becomes one part of learning to write real-life messages: directions, letters, invitations, and reports. It aims to help children learn to identify common, logical spelling patterns; graduate quickly to more complex words; and become a confident, independent speller and writer. The spelling program is organized over a 30-week period. (RS)

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Spelling for Writing

BY Reid Wright

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Spelling
for Writing

Student Activity Book

Level 4

Reid Wright

FAMILY LEARNING ASSOCIATION

ERIC
Clearinghouse on Reading, English, and Communication

The *Spelling for Writing* Series

A Guidebook for Parents and Teachers Level 1
A Guidebook for Parents and Teachers Level 2
A Guidebook for Parents and Teachers Level 3

Student Activity Book Level 1
Student Activity Book Level 2
Student Activity Book Level 3
Student Activity Book Level 4
Student Activity Book Level 5

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How to Use this Book

Each week you will find four pages of activities.

The First Page contains a list of 15 Basic Words and 5 Challenge Words. These words fit spelling patterns that will help you remember how to spell them.

The Second Page gives you a chance to practice using the list words in sentences. Read each sentence and see which spelling word makes sense. This is the reason for learning to spell words correctly: to use them in sentences that readers can understand.

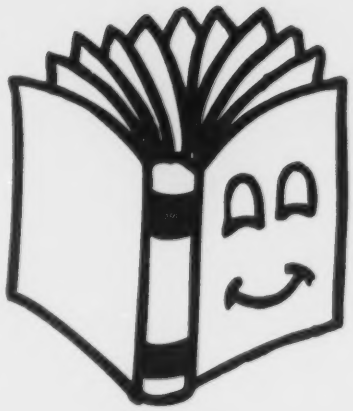
The Third Page offers a number of different activities that will show you how to use words as you write sentences and paragraphs and longer compositions.

The Fourth Page provides exercises in Word Study. Sometimes you will see words that are important in Science or Math or Social Studies or other subjects. Other activities help you understand how words are constructed.

Always practice writing new words every chance you get. If some words need extra work, try this approach:

1. Look at the word and say it out loud.
2. Close your eyes and spell the word silently to yourself.
3. Look at the word and make sure you spelled it correctly.
4. Cover the word and write it on your own paper.
5. Look back at the word and make sure it is correct.

Spelling for Writing



Don't forget the *reason* for spelling words correctly: *to help readers understand what you write*. Here are some of the ways you will learn to use words as you work through this book.

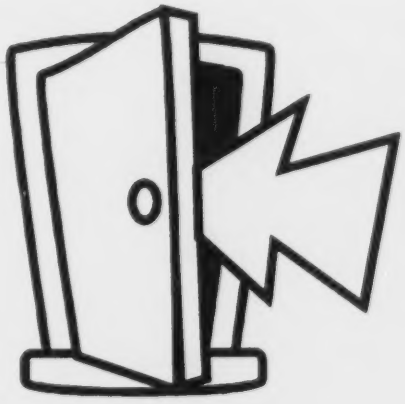
Sentences and Paragraphs

After you have studied the words on the first page of each week's lesson, you will have a chance to use them in sentences on the second page. In addition, you will find activities on the third page that will help you learn how to use words in your own sentences. These activities also help you develop paragraphs, find mistakes, use the dictionary, and write letters and reports.

Vocabulary Development

You already know a lot of words, and it is important to be sure you spell them correctly. In addition to the Basic Words in each list, you will find some Challenge Words added at the end. They will also be a bit longer or more difficult than the Basic Words. This is a good time to add them to your vocabulary, if you do not know them.

Word Study



The activities on the last page of each week's lesson provide ways to study words that are important in various subject areas such as Science, Social Studies, Mathematics, and English.

Take advantage of the many kinds of practice activities you find through this book. As you go along, you will discover that spelling opens the door to a clearer understanding of everything you do when you use language.

Pronunciation Guide

In Weeks 1-4 you will learn words that have short vowel sounds. Here is how these sounds are labeled:

short **a** in *cat*
short **e** in *red* and *head*
short **i** in *big*
short **o** in *hop*
short **u** in *cup*

In Weeks 5-9 you will learn words with long vowel sounds. As you see, each long vowel sound has more than one spelling.

long **a** in *make* and *say* and *wait*
long **e** in *me* and *see* and *team*
long **i** in *my* and *nice* and *night* and *wild*
long **o** in *no* and *hope* and *road*
long **u** in *use* and *huge*

In later weeks you will learn other vowel sounds that are represented by special symbols. These symbols are written inside diagonal lines / / to show that they represent sounds.

the /oo/ sound in *room* and *rule*
the /uh/ sound in *put* and *book*
the /aw/ sound in *saw* and *haul*
the /ou/ sound in *out* and *now*
the /oi/ sound in *oil* and *toy*
the /ar/ sound in *car*
the /or/ sound in *for*
the /er/ sound in *her*, *sir*, *turn*, and *work*
the /air/ sound in *hair* and *care*
the /ear/ sound in *hear* and *deer*

Each word on this list has a short **a** sound or a short **e** sound. You hear the short **a** in *dash* and *shall*. Short **a** is usually spelled with the vowel letter *a*. You hear the short **e** in *deaf* and *shell*. Short **e** is usually spelled with the vowel letter *e*. A few words use *ea* to spell short **e**.

BASIC

dash
kept
drag
deaf
past
bread
latch
brass
shell
check
shall
fresh
calf
health
blast

CHALLENGE

dazzle
method
channel
jealous
pressure

Each **Basic Word** has a single vowel sound. In the middle of each Basic Word you find the vowel letter or letters that spell the short **a** or short **e** sound.

Write the Basic Words that answer each question.

1. Which short **a** words begin with a single consonant letter?

_____

2. Which short **a** words begin with two letters?

_____

3. Which short **e** words are spelled with *e*?

_____

4. Which short **e** words are spelled with *ea*?

_____

Each **Challenge Word** has two syllables. The first syllable is stressed and has a short vowel sound.

Write the Challenge Words that answer each question.

5. Which words are spelled with short **a**. Underline the letter that spells short **a** in each word.

_____

6. Which words are spelled with short **e**? Underline the letter or letters that spell short **e** in each word.

_____

Basic Words

If you're not sure of the meaning of some of the Basic Words, look them up now. Then write the Basic Word that fits in each sentence.

1. We need some more _____ for sandwiches.
2. Trumpets and horns are made of _____.
3. Has your mom _____ all baby clothes?
4. Make sure the _____ on the gate is closed.
5. Don't smear the _____ paint on your clothes.
6. A _____ of cold air blew through the door.
7. Be sure to _____ each word for spelling.
8. I found this beautiful _____ on the beach.
9. Can you _____ this big log out of the way?
10. The right food is important for good _____.

Make up your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

If you don't know the meaning of some of the Challenge Words, look them up now. Then write the Challenge Word that fits each definition.

1. Feeling angry and resentful toward someone: _____
2. A careful way of doing something: _____
3. A deep waterway or narrow sea: _____
4. The effect of a strong force or weight: _____
5. To confuse someone with bright lights: _____

Kinds of Sentences

You know that each sentence should begin with a capital letter and end with a punctuation mark. Make sure you understand the four kinds of sentences and the end punctuation used in each one.

★ A **declarative sentence** makes a statement that gives information. The **period** (.) is used at the end.

I know the answer to that one.

★ An **interrogative sentence** asks a question. The **question mark** (?) is used at the end.

How much farther do we have to go?

★ An **exclamatory sentence** expresses surprise or strong feelings. The **exclamation mark** (!) is used at the end.

That was the best game I ever saw!

★ An **imperative sentence** tells or asks someone to do something. The **period** (.) is used at the end.

Call me as soon as you get home.

Write your own example of each kind of sentence. Include at least one spelling word in each sentence. Be sure to begin each sentence with a capital letter and end with the right punctuation mark.

Declarative: _____

_____

Interrogative: _____

_____

Exclamatory: _____

_____

Imperative: _____

_____

WORD STUDY: Words Often Confused — Week 1

The words listed below may look easy, but you can get them mixed up if you're not careful. These pairs of words look or sound almost the same, but they are completely different. Say each pair of words and notice the difference in sound and spelling. Write each pair of words in the spaces provided.

of	_____	off	_____
who	_____	how	_____
are	_____	our	_____
win	_____	when	_____
than	_____	then	_____
now	_____	know	_____

Here are three words that can be confused with one another.

were _____ wear _____ where _____

Exercise

Read each sentence and look at the words given at the end. Then write the word that fits the blank space in each sentence.

1. These shoes are marked 20% _____. (of, off)
2. Do you know _____ is speaking today? (how, who)
3. I don't know _____ I left my gloves. (were, wear, where)
4. We lost _____ books on the bus. (our, are)
5. We must leave _____ if we're going to make it. (know, now)
6. I'm not sure _____ the next bus comes. (win, when)
7. Did you _____ your new hat today? (were, wear, where)
8. Do you know _____ the game turned out? (who, how)
9. This box is bigger _____ that one. (then, than)
10. I hope you _____ the answer. (now, know)

Each word on this list has a short vowel sound. The short **i** is spelled with the letter *i* in *still* and the short **o** is spelled with the letter *o* in *knot*. The short **u** is spelled with the letter *u* in *lump*. Notice the short vowel in each word.

BASIC

click
knot
lump
shift
bluff
crop
brisk
bond
brush
lodge
still
crumb
hitch
stock
trust

Each **Basic Word** begins with a consonant sound and ends with a consonant sound. Some consonant sounds are spelled with two or three letters. The short vowel comes in the middle of each word. This is the Consonant-Vowel-Consonant pattern, often called the **CVC** pattern.

Write the Basic Words that answer each question.

1. Which words have the short **i** sound?

_____

_____

2. Which words have the short **o** sound?

_____

3. Which words have the short **u** sound?

_____

4. Which words begin with a single consonant letter?

_____

Each **Challenge Word** has two syllables.
The first syllable is stressed and has a short vowel sound. The first syllable also fits the CVC pattern.

CHALLENGE

comic
dizzy
suffer
dolphin
brittle

Write the Challenge Words that answer each question.

5. Which words are spelled with short **i**? Underline the letter that spells short **i** in each word.

_____

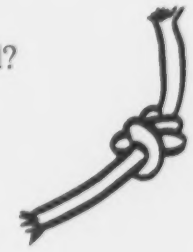
6. Which words are spelled with short **o** or short **u**? Underline the letter that spells the short vowel in each word.

_____

Basic Words

If you're not sure of the meaning of some of the Basic Words, look them up now. Then write the Basic Word that fits in each sentence.

1. The _____ of clay was molded into a statue.
2. The farmer harvested a large _____ of corn.
3. This rope has a big _____ in it.
4. Did you hear a _____ when the lock closed?
5. Not one _____ of cake was left.
6. A _____ wind is blowing today.
7. You can _____ her to tell the truth.
8. Does the store have any more gloves in _____?
9. Let's _____ the boxes from here to there.
10. Did you get the paint _____ clean?



Make up your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

If you don't know the meaning of some of the Challenge Words, look them up now. Then write the Challenge Word that fits each definition.

1. Feeling like you're whirling around: _____
2. A small whale with a long nose: _____
3. To feel pain or endure a loss: _____
4. Causing laughter or amusement: _____
5. Easily broken or snapped: _____

The Subject of the Sentence

Each sentence has two parts: a **subject** and a **predicate**. We will talk about the subject part of the sentence this week.

★ The **subject** of the sentence tells what the sentence is about. Often the subject tells who is doing something. The subject usually comes near the beginning of the sentence. In the following examples the subject is in **boldface**.

John plays baseball.
My best friend likes pizza.
The dogs ran in the park.

★ Each of these sentences contains a **simple subject**. The simple subject is the most important word in the subject part: *John*, *friend*, and *dogs*.

Write a sentence with a simple subject. Use at least one word from the spelling list.

_____

★ Some sentences have **compound subjects**. This means that there are two or more simple subjects in the first part of the sentence. Usually these words are joined by the word *and*. The compound subject is in **boldface** in these sentences.

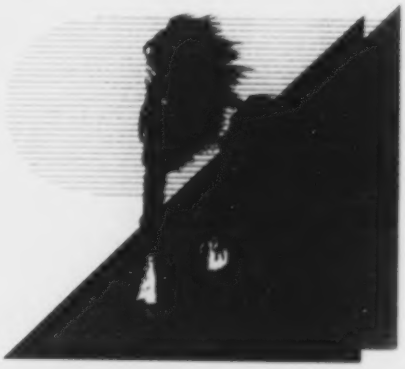
Mary and Kim play on the same team.
The dog and the cat were looking out the window.
John and Wally and Bill are good baseball players.

Now write a sentence with a compound subject. Use at least one word from the spelling list.

_____

Underline the subject part of each sentence. At the end of the sentence, write **S** if there is a simple subject or **C** if there is a compound subject.

1. The storm blew down a lot of trees. _____
2. Cars and houses were damaged by the wind. _____
3. My friend and I helped clean up the tree limbs. _____
4. We had a lot of work to do. _____

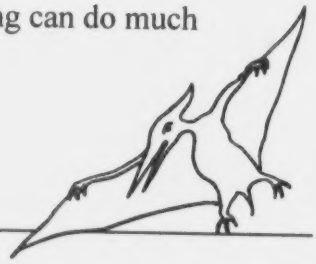


Words Used in Science

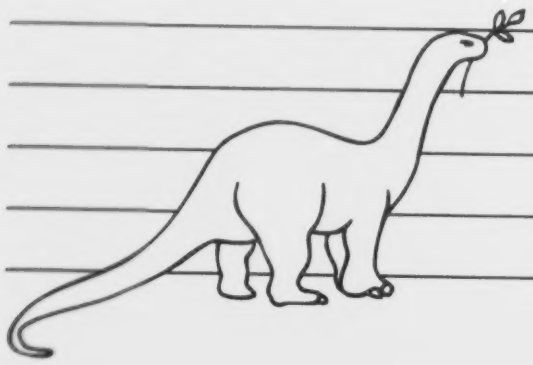
Here are some words you will see when you read about science. If you're not sure of the meaning of some of these words, look them up. Then write the word that fits in each sentence.

dinosaur	*climate*	*science*
camera	*electric*	*jungle*

1. This _____ can take pictures of objects far away.
2. No one knows why the _____ became extinct millions of years ago.
3. We study _____ to learn about the earth and all the things that exist on it.
4. The cool, dry air brought a definite change in _____.
5. The tropical plants in the _____ were large and thickly tangled.
6. The strong _____ charge from lightning can do much damage.



What other science words can you think of?



Week 3 — Short Vowels in Two-Syllable Words

Each word on this list has two syllables. As you say each word, you hear that the first syllable is stressed: RAPid, LETTer, ROCKet. Also notice that many words have a doubled consonant in the middle (pe**bb**le). Pay attention to the spelling pattern in each stressed syllable.

BASIC

rapid
letter
rocket
visit
butter
habit
bitter
collar
seven
tumble
cactus
pebble
ticket
bottle
sudden

Each **Basic Word** has a short vowel in the first syllable. This is the same CVC pattern you saw in Weeks 1 and 2 in words with one syllable.

1. Which words have short **a** in the first syllable?

_____

2. Which words have short **e** in the first syllable?

_____

3. Which words have short **i** in the first syllable?

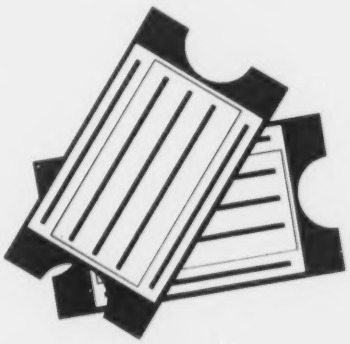
_____

4. Which words have short **o** in the first syllable?

_____

5. Which words have short **u** in the first syllable?

_____



CHALLENGE

contact
publish
baggage
mischief
selfish

Each **Challenge Word** also has a short vowel in the first syllable.

6. Which Challenge Words have short **a**, **e**, or **i**?

_____

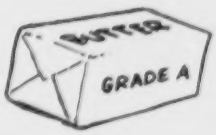
7. Which Challenge Words have short **o** or **u**?

_____

Basic Words

Write the Basic Word that fits in each sentence.

1. I wrote a _____ to my grandmother.
2. A _____ can live with very little water.
3. Did you see the _____ blast off today?
4. Some _____ would taste good on this roll.
5. This shirt _____ is too tight.
6. Do you have your _____ for the movie?
7. The _____ of water is still on the table.
8. I got a _____ in my shoe.
9. I like to _____ my grandparents.
10. A _____ storm blew up out of nowhere.



Make up your own sentences for the other Basic Words.

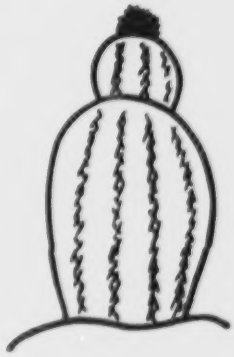
_____

_____

_____

_____

_____



Challenge Words

If you don't know the meaning of some of the Challenge Words, look them up now. Then write the Challenge Word that fits each sentence.

1. Did they _____ your story in the magazine?
2. My cat gets into a lot of _____.
3. We need to _____ the person in charge.
4. It is very _____ for you to keep all the donuts.
5. We had lots of _____ for our long trip.

The Predicate of the Sentence

Last week you saw that the **subject** of the sentence tells *who* or *what* is doing something. The **predicate** comes after the subject and tells what someone did. In the following examples the predicate is in **boldface**.

John **plays baseball.**
My best friend **likes pizza**.
The dogs **ran in the park.**

★ The most important part of the predicate is the **verb**. This is the word that tells what someone or something is doing. In the sentences you just saw, the verbs are *plays*, *likes*, and *ran*.

★ When a sentence has a **simple predicate**, it has one main verb that tells what happened. Each of the sentences above has a simple predicate.

Write a sentence with a simple predicate. It should have one main verb that tells what the subject did. Use at least one spelling word.

_____

★ When a sentence has a **compound predicate**, there are two or more verbs that tell what happened. The verbs are often joined by the word *and*.

Evan **plays** baseball and **works** on his dad's farm.
Susan **ran** to the store and **bought** some cookies.
I **broke** the bag and **dropped** the jar and **spilled** the milk.

Now write a sentence with a compound predicate. Use at least one word from this week's spelling list.

_____

_____

Underline the predicate part of each of the following sentences. At the end of the sentence, write **S** if there is a simple predicate with one verb. Write **C** if there is a compound predicate with two or more verbs.

1. The bottle fell off the table and broke into a million pieces. _____
2. My friend rode his bike in the parade. _____
3. The cactus grew very slowly. _____
4. We walked to the store and looked in the window. _____

Words Used in Social Studies

Here are some words you will see when you read about social studies. If you're not sure of the meaning of some of these words, look them up. Then write the word that fits in each sentence.

desert	*explore*	*museum*
vote	*crown*	*history*

1. This _____ has many rooms filled with dinosaur bones and other fossils.
2. The wind blew the hot sand across the _____.
3. Scientists want to _____ the cave more fully.
4. The king will receive his _____ in the ceremony.
5. We study _____ to learn about things that happened many years ago.
6. Each citizen should _____ in the next election.

What other social studies words can you think of?

Week 4 — The Short Vowels in *ready*, *system*, and *cousin*

This week you will see the short **e** sound spelled *ea*. You will also see that the short **i** can be spelled with the letter *y* and the short **u** can be spelled with the letters *ou*.

BASIC

spread
symbol
touch
ready
rough
system
dread
couple
healthy
mystery
breath
cousin
wealthy
trouble
rhythm

CHALLENGE

pleasant
syllable
enough
symphony
stealth

Some of the **Basic Words** words have more than one syllable. You will always find the short vowel in the *first* syllable of the Basic Words on this list.

1. Which words have short **e** spelled *ea*?

_____

_____

2. Which words have short **i** spelled *y*?

_____

_____

3. Which words have short **u** spelled *ou*?

_____

_____

Most of the **Challenge Words** also have the short vowel in the first syllable, which is stressed.

4. Watch for the word that has the stress on the *second* syllable. Where do you find the short vowel in that word?

_____

5. Which words have short **e** spelled *ea*?

_____

6. Which words have short **i** spelled *y* or short **u** spelled *ou*?

_____

Basic Words

If you're not sure of the meaning of some of the Basic Words, look them up now. Then write the Basic Word that fits in each sentence.

1. The dove is a _____ of peace.
2. Exercise will help you keep _____ .
3. My _____ is my uncle's son.
4. The surface of this sandpaper is very _____ .
5. I'm almost _____ for the big test.
6. Were the detectives able to solve the _____ ?
7. I _____ going to the dentist.
8. The drums played a steady _____ .
9. Did you _____ the towels out to dry?
10. We had a lot of _____ with the old car.

Make up your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any Challenge Words you don't know. Then write the word that fits each definition.

1. A sly and sneaky kind of movement: _____
2. The part of a word that has its own vowel: _____
3. Sufficient to meet your needs: _____
4. A large musical work for orchestra: _____
5. Agreeable; causing approval: _____

Avoiding Sentence Fragments

You already know that a sentence should contain a **subject** and a **predicate**. What is wrong with these two sentences?

① Bill and I the dog around the yard.
② wrote lots of interesting stories.

★ These aren't sentences at all. Instead, they are **sentence fragments**. A fragment is only part of something—it isn't complete. These two sentence fragments do not have everything they need to express a complete idea.

Example ① doesn't say *what* Bill and I did. The predicate is not complete. It needs to have a ***verb*** that tells what action the subject took.

Bill and I *chased* the dog around the yard.

Example ② starts right off with the verb. *Who* wrote the interesting stories? We don't know because there is no ***subject***. Here is one way to correct it:

The author wrote lots of interesting stories.

Look at the sentence fragments given below. Decide what is missing and then add the words needed to make a complete sentence. Write your complete sentence on the blank line.

1. all the wild animals in the zoo.

_____

2. My dad and I a lot of fun at the fair.

_____

3. the mountains on our vacation.

_____

4. Everyone in my class a trip to the park.

_____

Words Used in Math

Here are some words you will read when you study math. Look up any words you aren't sure of. Then write the word that fits in each sentence.

divide	*area*	*angle*
thousand	*multiply*	*parallel*

1. Our yard covers an _____ of 500 square feet.
2. Ten times a hundred is a _____.
3. _____ lines are always the same distance apart.
4. Can you _____ three apples among four people?
5. This hill rises at a sharp _____.
6. If you _____ 3 times 15, you get 45.

What other math words do you know?

Week 5 — The Long a Sound in *skate*, *praise*, and *gray*

The words on this week's list all have the long **a** sound. This sound is often spelled with the vowel letter *a* followed by a consonant and a final *e* as in *age* and *cane*. This is called the **VCe** pattern: **V**owel-**C**onsonant-**e**. Long **a** can also be spelled with *ai* in *claim* and *ay* in *gray*.

BASIC

cane
gray
snail
drape
claim
stray
stale
praise
delay
skate
daily
behave
display
complain
mistake

CHALLENGE

debate
contain
decay
obtain
erase

Some of the **Basic Words** have two syllables. Look for the *stressed* syllable in each word. This is the syllable that has the long **a** sound.

1. Which words have the long **a** spelled with the **VCe** pattern?

_____

_____

2. Which words have the long **a** spelled with the letters *ai*?

_____

_____

3. Which words have the long **a** spelled with the letters *ay*?

_____

_____

The **Challenge Words** all have two syllables. The second syllable is stressed in each word. Look for the spelling pattern you see in the second syllable.

4. Which words end with the **VCe** pattern for long **a**?

_____

5. Which words have long **a** spelled *ai* or *ay*?

_____

Basic Words

Look up the meaning of any Basic Words you don't already know. Then write the word that fits in each sentence.

1. This old bread is really _____.
2. The sky is cloudy and _____ today.
3. The _____ crawled slowly through the grass.
4. My cat doesn't _____ very well.
5. We received lots of _____ for winning the game.
6. There was a long _____ because of bad weather.
7. I like to _____ _____ when the pond is frozen.
8. Did you _____ about the bad food?
9. Let's _____ this cover over the couch.
10. You can _____ your work on the board.

Make up your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any Challenge Words you don't know. Then write the word that fits in each sentence.

1. The dead leaves will _____ over time.
2. Be sure to _____ all the words from the board.
3. How much cereal does this box _____?
4. The candidates will _____ the issues.
5. How can I _____ a copy of your book?

Avoiding Run-on Sentences

Last week you saw some **sentence fragments** that lacked a subject or a verb. This week you will see another kind of problem. What's wrong with this sentence?

> We had a lot of fun at the beach I went swimming with my brother we got knocked down by a wave the sand was really hot do you think we can go back soon

★ This isn't really one sentence at all. It's a **run-on sentence** made up of a group of short sentences strung together without any way to tell them apart. Each sentence does have a subject and a verb; we just can't tell where one stops and the other starts. We must use capital letters at the beginning and the correct punctuation at the end of each sentence.

> We had a lot of fun at the beach. **I** went swimming with my brother. **We** got knocked down by a wave. **The** sand was really hot. **Do** you think we can go back soon?

Marking Mistakes in Sentences

When you find mistakes, you can use these symbols to show what needs to be done:

≡	capitalize
∧	add something
℘	take out something

Here is how these symbols are used to mark mistakes in a run-on sentence. The corrected version is given below the incorrect one.

> We went the beache last sumer where did you go
>
> We went **to** the beach last sum**m**er. **W**here did you go?

Here is another run-on sentence that needs to be corrected. Use the symbols to mark the mistakes, and then write the corrected version on the lines below.

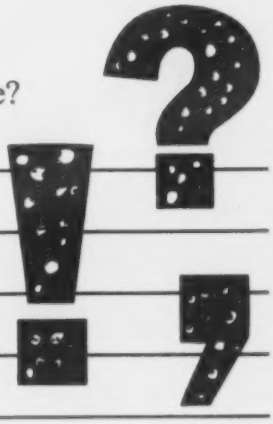
> Did you have a good tim on youre vaction I hop you did pleease
>
> send me a leter as soon as you can

Words Used in Language Study

Here are some words you will encounter when you study language. Look up any words you don't know. Then write the word that fits each sentence.

subject *declarative* *predicate*
punctuate *sentence* *interrogative*

1. A _____ is a group of words that states a complete thought or idea.
2. It is important to _____ each sentence with a period or a question mark or an exclamation mark at the end.
3. The _____ of the sentence tells what the sentence is about or who is doing something.
4. The _____ of the sentence tells more about the subject or tells what someone did.
5. A _____ sentence makes a statement or gives information.
6. An _____ sentence asks a question.



What other words do you know that are used when you study language?

Week 6 — The Long e in *teeth*, *dream*, and *piece*

The long **e** can be spelled with *ee*, with *ea*, or with *ie*. In Weeks 1 and 4 you saw some short **e** words spelled with *ea*, but *ea* is actually used more often for long **e**.

BASIC

sweet
easy
piece
teeth
dream
grief
queen
steam
squeeze
cheap
relief
between
repeat
breathe
believe

Some of the **Basic Words** have two syllables. In these words, the *stressed* syllable always has the long **e** spelling pattern.

1. Which words have long **e** spelled with the letters *ee*?

_____

_____

2. Which words have long **e** spelled with the letters *ea*?

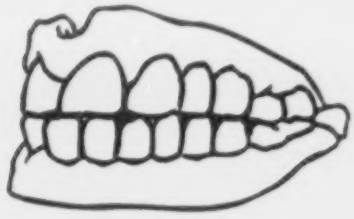
_____

_____

3. Which words have long **e** spelled with the letters *ie*?

_____

_____



CHALLENGE

proceed
release
achieve
disease
grieve

Most of the **Challenge Words** have two syllables. Notice the spelling pattern in the stressed syllable.

4. Which words have long **e** spelled *ea*?

_____

5. Which words have long **e** spelled *ee* or *ie*?

_____

Basic Words

Write the spelling word that fits in each sentence.

1. I bought lots of stuff because it was _____.
2. Would you like another _____ of cake?
3. Brush your _____ after every meal.
4. That test was very _____.
5. I can't choose _____ this one and that one.
6. It was a _____ to get out of the storm.
7. This honey is very _____.
8. You must _____ deeply to get plenty of air.
9. Can you _____ any more glue from this tube?
10. I don't _____ anything he said.

Write your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any Challenge Words you don't know. Then write the word that fits in each sentence.

1. He works hard to _____ his goals.
2. People need to _____ after the loss of a pet.
3. We should _____ the birds from the cage.
4. Plan carefully before you _____ to the next step.
5. The flu is a _____ that many people catch.

Using Commas

Use the **comma** (,) to separate groups of words that might be confusing. This helps the reader understand your sentences.

★ The comma sets off a person's name at the beginning or end of a sentence. This is done when you speak directly to someone.

Bill, we have to leave now.
Did you hear me, Ellen?

★ A comma can also set off words such as *well* or *yes* or *no* at the beginning of a sentence.

Well, this is another fine mess!
Yes, I heard what you said.
No, we can't leave yet.

★ The comma is used to separate three or more nouns or pronouns. It is also used to separate three or more verbs in the predicate of a sentence.

Ron, Sam, and I walked home from school.
The cat, the dog, and the pig all ran through the yard.
Everyone giggled, laughed, and groaned at his jokes.
She can sing, dance, and act.

★ The comma separates the name of a city and a state. It also separates the day, month, and year when you write a date.

My friend was born on November 30, 1990.
He grew up in Cleveland, Ohio.
We will leave on Monday, October 2, 1999.
They went to Detroit, Michigan.

Exercise

Add commas where they are needed in each sentence.

1. Kim Evan and Joan are in the same class.
2. We will leave on Tuesday May 11 1999.
3. Yes I know where the bananas are.
4. What is the answer to this question David?
5. My grandparents live in Toledo Ohio.
6. I spoke to Kate Bill Joan and Fred about the problem.
7. No I don't think we can get there on time.
8. We must sweep the floor dust the furniture and wash the dishes.

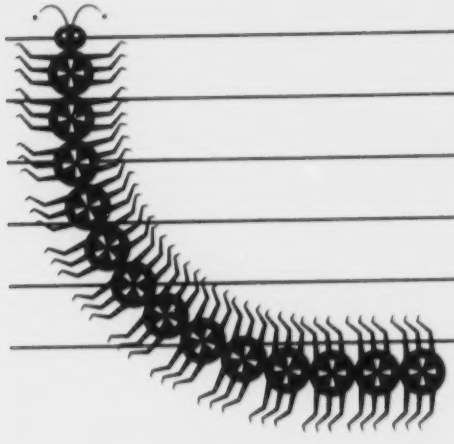
Words Used in Science

Here are some words you will encounter when you study science. Look up any words you don't know. Then write the word that fits each sentence.

cocoon	centipede	fossil
artery	erosion	mineral

1. A _____ has a long body with two legs in each segment.
2. The rocks were worn smooth by constant _____ caused by wind and water.
3. The _____ of the sea creature was millions of years old.
4. The caterpillar lived in a _____ until it was ready to come out.
5. Each _____ carries blood away from the heart.
6. Gold is a valuable _____ that is brought out from underground mines.

What other words do you know that are used when you study science? Use them in sentences.



The long **i** is often spelled with the **VCe** pattern (Vowel-Consonant-final **e**) as in *pride*. Long **i** is also found in patterns that combine three or four letters: *-ind* in *grind*, *-ild* in *child*, and *-ight* in *light*.

BASIC

advice
grind
mild
light
pride
remind
bright
child
combine
blind
wild
slight
knife
behind
delight

The **Basic Words** show four spelling patterns that can all be used for the long **i** sound. As always, look for the *stressed* syllable in two-syllable words. This is the syllable that will have the spelling pattern for long **i**.

1. Which words have the **VCe** pattern (**i**-Consonant-final **e**)?

_____

2. Which words end with the *-ild* pattern?

_____

3. Which words end with the *-ind* pattern?

_____

4. Which words end with the *-ight* pattern?

_____

CHALLENGE

mighty
recite
frightful
define
unwind

The **Challenge Words** all have two syllables. Look for the long **i** spelling pattern in the stressed syllable of each word.

5. Which words have the *-ight* pattern?

_____

6. Which words are spelled with the **VCe** pattern or with *-ind*?

_____

Basic Words

Write the Basic Word that fits in each sentence.

1. This machine can _____ stones into dust.
2. Let's _____ the eggs and milk in this bowl.
3. The weather has been very _____ and calm today.
4. Shine that _____ into this dark corner.
5. Did you _____ them to bring their books to class?
6. He gave me some good _____ about playing ball.
7. Lions and tigers are _____ animals in Africa.
8. The sun is unusually _____ today.
9. Most of the runners were far _____ the leader.
10. This _____ is too dull to cut anything.

Make up your own sentences for the other Basic Words.

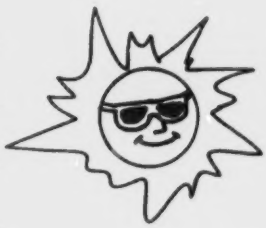
_____

_____

_____

_____

_____



Challenge Words

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. Can you _____ the poem from memory?
2. Let's _____ this big ball of string.
3. The elephant let out a _____ blast of sound.
4. The damage from the storm was truly _____.
5. Can you _____ each word in this sentence?

Combining Short Sentences

Sometimes you may write several short sentences that deal with the same topic.

Bill went to the movie.
Ron went to the movie.

★ Since both boys did the same thing, you can use a **compound subject** to write a single sentence. Use the word *and* to join the two simple subjects. Then you don't have to repeat the predicate.

Bill **and** Ron went to the movie.

Other short sentences may tell about one subject that does two or more things.

Ellen woke up early.
Ellen got dressed.
Ellen ran downstairs.

★ Since Ellen is doing all these things one after another, you can use a **compound predicate** to write a single sentence. Use commas and the word *and* to write this compound predicate.

Ellen woke up early**,** got dressed**, and** ran downstairs.

Exercise

Look at the following short sentences. Rewrite each one as a single sentence with a compound subject or compound predicate.

1. Kim ran to meet me. John ran to meet me.

_____

2. I studied hard. I got a good grade.

_____

3. Bill went to the game. Evan went to the game. Ed went to the game.

_____

4. Susan got lost. Ellen got lost. I got lost.

_____

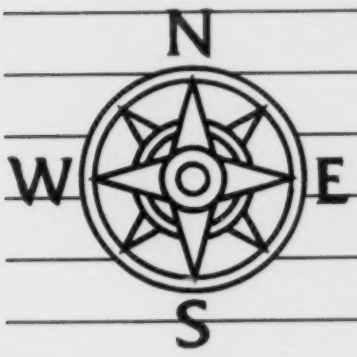
Words Used in Social Studies

Here are some words you will read in Social Studies. Look up any words you don't know. Then write the word that fits in each sentence.

pioneer	*carnival*	*license*
compass	*monument*	*border*

1. In our town we have a _____ to celebrate spring.
2. A large _____ was built to honor the veterans of the war.
3. Ship captains use a _____ to locate the direction of magnetic north.
4. My big brother got his driver's _____ last week.
5. Many _____ families traveled west in nineteenth-century America.
6. Canada shares a long _____ with the northern part of the United States.

What other Social Studies words do you know? Use them in sentences.



The long **o** sound is often spelled with the **VCe** pattern, as in *note*. It can also be spelled with *oa*, as in *coal*. Long **o** can also be spelled with the letter *o* followed by other consonants, as in *grown* and *motor*.

BASIC

phone
coal
blow
broke
grown
goal
chose
motor
clothes
coast
below
throne
explode
loan
poster

CHALLENGE

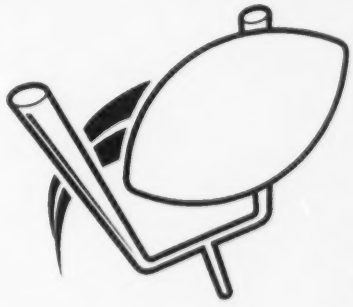
approach
motion
grope
patrol
decode

The **Basic Words** show several spelling patterns that can be used for the long **o** sound. Look for the *stressed* syllable in two-syllable words. This is the syllable that will have the spelling pattern for long **o**.

1. Which words have the **VCe** pattern (**o**-Consonant-final **e**)?

2. Which words use the *oa* pattern for long **o**?

3. What other long **o** spelling patterns do you find?



Most of the **Challenge Words** have two syllables. Look for the long **o** spelling pattern in the stressed syllable of each word.

4. Which words have the **VCe** pattern?

5. Which word is spelled with *oa*?

6. What other long **o** spellings do you find?

Basic Words

Write the spelling word that fits in each sentence.

1. The king sits on his _____ for formal ceremonies.
2. The _____ on our lawn mower is always breaking.
3. The freight cars were loaded with tons of _____.
4. I _____ a book about space flight to read on vacation.
5. Did the hurricane cause much damage along the _____?
6. From the window we looked down on the street _____.
7. Are most of my _____ still in the wash?
8. This flower has _____ a lot in the past week.
9. We got a _____ to pay for the new car.
10. We watched the fireworks _____ high in the air.

Make up your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any words you don't know and then write the word that fits in each sentence.

1. The _____ of the boat made me seasick.
2. Can you _____ the symbols in this message?
3. We tried to _____ our way through the fog.
4. Extra guards will _____ the area at night.
5. What is the best way to _____ this problem?

The Time-Order Paragraph

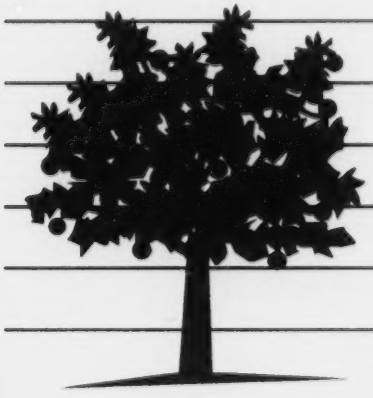
★ A **paragraph** is a group of sentences that belong together because they relate to a single topic. The first sentence usually gives the main topic. Then the other sentences tell more about the main topic. Sometimes the final sentence summarizes what the paragraph has just said.

Many paragraphs tell about things that happen in time. The first sentence lets us know how things begin. Then the other sentences tell what happened next. Here is an example:

> I like to watch the trees blossom in the spring. When the weather starts to get warm, the little buds pop out from the branches. Day by day the buds get bigger and start to spread out. Then flowers grow from the buds. Finally, the tree is full of bright green leaves.

Notice that the first sentence in a paragraph is **indented**. This means that it starts farther to the right than the other lines. Be sure to start each sentence with a capital and end with the correct punctuation.

Write your own time-order paragraph. You can tell about a trip you took or about the things you did on a certain day. You can also tell how things change or grow in time. Use some of the words on this week's spelling list in your paragraph.



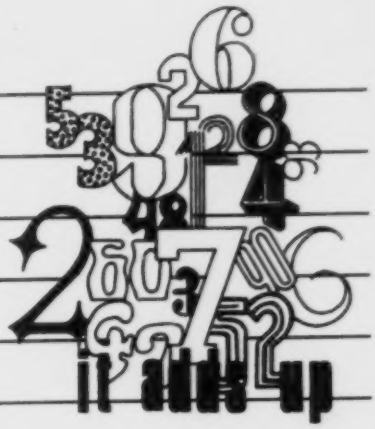
Words Used in Math

These words are used in the study of math. Look up any words you don't know and then write the word that fits in each sentence.

numeral	*average*	*vertex*
mathematics	*geometry*	*centimeter*

1. A _____ ___ is 1/100 of a meter.
2. Do you know the _____ age of students in your class?
3. *Math* is a shortened form of the word _____.
4. In _____ we learn about lines, angles, and squares.
5. A _____ is a symbol that represents a number.
6. The _____ is where the two lines of an angle meet.

What other math words do you know? Use them in sentences.



Week 9 — The Vowel Sounds in *mule*, *rule*, and *could*

This week you will spell words with three closely related vowel sounds. Long **u** words such as *mule* and *humor* have the /yoo/ sound. Other long **u** words such as *rule* have only the /oo/ sound. A different vowel sound is heard in *could*.

BASIC

mule
dune
refuse
clue
tube
rule
amuse
truly
confuse
would
excuse
flute
should
humor
could

CHALLENGE

dispute
junior
numerous
pollute
suitable

The **Basic Words** have similar vowel sounds that can all be spelled with the letter *u*. Some words fit the **VCe** pattern, as in *tube*. A few words have the *ou* spelling. Notice the sound and spelling of the stressed syllable in two-syllable words.

1. Which words have the /yoo/ sound you hear in *use* and *cute*?

_____

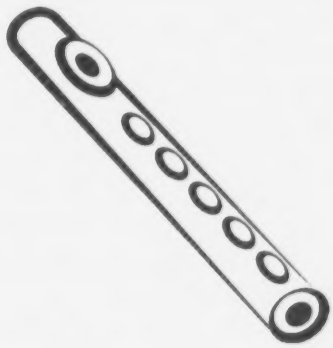
_____

2. Which words have the /oo/ sound you hear in *rule* and *true*?

_____

3. Which words have the vowel sound you hear in *pull*?

_____



The **Challenge Words** have two or three syllables. Notice the sound you hear in each stressed syllable.

4. Which words have the /yoo/ sound spelled with the **VCe** pattern in the second syllable?

_____

5. Which words have the /yoo/ or /oo/ sound in the first syllable?

_____

Basic Words

Write the Basic Word that fits in each sentence.

1. We climbed up the sand _____ to look at the ocean.
2. My friend plays the _____ in the band.
3. The detective found a _____ to solve the mystery.
4. Please _____ me for bumping into you.
5. You _____ be more careful.
6. I am _____ sorry that you are sick.
7. My friend has a good sense of _____.
8. I couldn't _____ another piece of pie.
9. His jokes should _____ everyone.
10. This _____ of toothpaste is almost empty.

Write your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. We will be playing in the _____ baseball league.
2. It is important not to _____ the air and water.
3. Is this earth _____ for growing flowers?
4. The bugs were too _____ to count.
5. The _____ was settled by a judge.

The Descriptive Paragraph

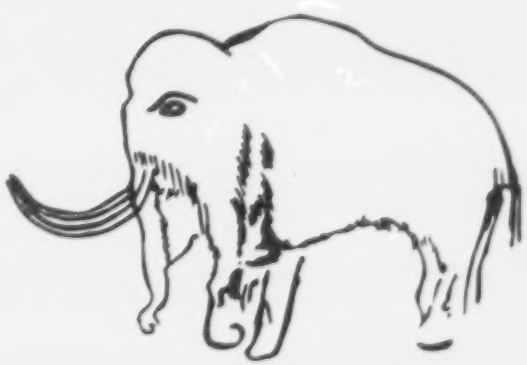
★ Today we will look at the kind of paragraph that *describes* something or someone. These **descriptive paragraphs** often tell how something looks or sounds or feels. You will want to use words that tell what a person or thing is like: tall or short, large or small, fast or slow, smooth or bumpy.

Here is an example of a descriptive paragraph.

> Last week we went to the museum. We saw a lot of fossils of animals that lived millions of years ago. Some of the dinosaurs were huge, with big heads and lots of teeth. They had long tails and lots of bumps on their backs. There was a picture of another animal that had shaggy fur and a long nose like an elephant. I hope we can go back again.

This paragraph uses many descriptive words to tell what was seen in the museum: *huge* dinosaurs with *big* heads and *long* tails and lots of *bumps*. Another animal had *shaggy* fur and a *long* nose. These are the kinds of words you want to use in a descriptive paragraph.

Now write a descriptive paragraph of your own. Decide what you are going to write about and put that in the first sentence. Then use descriptive words that help the reader see and feel just what you did. Be sure to indent the first line.



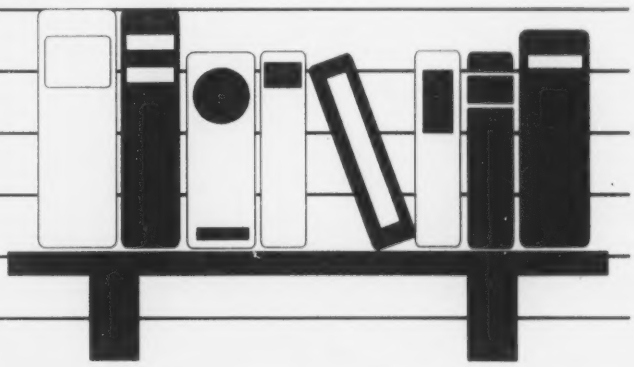
Words Used in Language Study

Here are some words you will use when you read about language. Look up any words you don't know and then write the word that fits in each sentence.

paragraph	*revise*	*library*
reference	*language*	*fragment*

1. You can use an encyclopedia or other _____ book to find information.
2. A _____ is only part of a sentence and does not express a complete thought.
3. Write a _____ telling about your trip to the Grand Canyon.
4. It is important to _____ your writing so that you are sure it is clear.
5. Use the _____ to find books about any subject that interests you.
6. English is the _____ spoken in England and America and by many people throughout the world.

What other language words do you know? Write them in a sentence.



Week 10 — Words That Sound the Same (Homophones)

Words such as *see* and *sea* or *by* and *buy* sound the same but have different spellings and different meanings. These are called *homophones*, which means "having the same sound." This week's list contains groups of two or three words that are homophones.

BASIC

bear
bare
creek
creak
here
hear
steel
steal
threw
through
pair
pear
to
too
two

CHALLENGE

their
there
they're
medal
meddle

The **Basic Words** are groups of two or three words that sound the same. Write the words that answer each of the following questions.

1. Which two groups of homophones have the long **e** sound?

_____

_____

2. Which two groups of homophones rhyme with *hair*?

_____

_____

3. Which two groups of homophones rhyme with *true*?

_____

_____

4. Which group of homophones rhymes with *near*?

_____

The **Challenge Words** are also groups of homophones that sound the same but have different spellings and meanings. Write the words that answer each question.

5. Which homophones have two syllables?

_____

6. Which homophones rhyme with *fair*?

_____

Basic Words

Write the word that fits in each sentence. Be careful to use the homophone that fits the meaning of the sentence.

1. This old sword is made of very strong _____.
2. I couldn't _____ everything he said.
3. Let's look _____ this magazine for pictures of dogs.
4. I need a new _____ of shoes.
5. There are _____ many people in this room.
6. The large brown _____ jumped into the river to catch fish.
7. The floor boards _____ when you walk.
8. He _____ more strikes than any other pitcher.
9. Put the books down right _____.
10. We got wet when we fell in the _____.

Write your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any words you don't know and then write the word that fits in each sentence.

1. The fireman won a _____ for rescuing two people.
2. This must be _____ house.
3. I hope _____ at home.
4. Don't _____ in other people's business.
5. Put the bricks down over _____.

The Narrative Paragraph

★ A **narrative paragraph** is one that tells a *story*. It has some of the features of the time-order paragraph because it tells about things that happen, one after another. It also has some features of the descriptive paragraph because it tells what people saw and felt.

Here is an example of a narrative paragraph.

> We went out to make a snowman yesterday. The weather was still very cold even after the snow stopped. The wind was blowing hard and we were all shivering. We did make a big snowman with a round head and sticks for arms. We used a carrot for a nose. My dog kept running around and trying to knock everything over. After an hour we had to stop because it was so cold. It was good to get back inside where it was warm.

This paragraph begins by telling us what it is about: making a snowman. The other sentences describe what the weather was like, what the snowman looked like, and how good it felt to get back inside.

Now write your own narrative paragraph. You can tell a short story of something you did, but be sure to let the reader know what you saw and felt. Remember to indent the first line.

Nouns

Nouns are words that name people, places, or things.

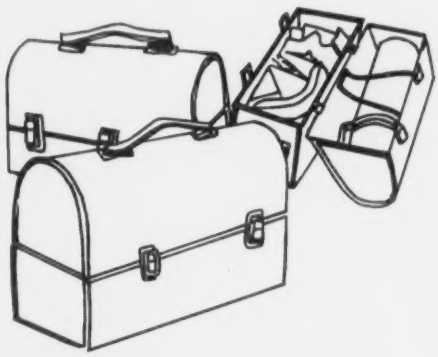
★ A **singular noun** names one person, place, or thing: one book; an egg; a chair. A **plural noun** names more than one person, place, or thing. Many nouns form the plural by adding the letter **s** at the end: two book**s**; three egg**s**; six chair**s**.

★ Remember to add only the letter **s** to form the plural. You do ***not*** use an **apostrophe** and **s** (**'s**) for plural nouns.

Some nouns add **es** instead of **s** to form the plural. Can you figure out why these words need to add **es**? _____

bus, buses
lunch, lunches
glass, glasses
box, boxes
bush, bushes
ditch, ditches

What kind of sound do you hear at the end of each singular noun? You hear *s* or *sh* or *ch* or *ks* (spelled as *x*). It would be almost impossible to say *glasss* or *boxs* or *lunchs*, but when we add the new syllable **es**, the plural becomes much clearer. This is why you must add **es** instead of **s**.



Write the plural form of each of these nouns:

1. cracker _____
2. church _____
3. dolphin _____
4. bonnet _____
5. latch _____
6. boulder _____
7. chemical _____
8. gas _____
9. actor _____
10. fox _____
11. pear _____
12. medal _____

Today you will spell words that blend two vowel sounds closely together. The /aw/ sound in *saw* can be spelled with *aw* or with *au* in *cause*. The /ou/ sound in *out* can be spelled with *ou* or with *ow* in *now*. The /oi/ sound in *oil* can be spelled with *oi* or with *oy* in *joy*.

BASIC

crawl
spoil
vowel
haul
moist
doubt
straw
avoid
faucet
joint
tower
because
royal
around
enjoy

The **Basic Words** have three different kinds of vowel sounds. Each sound can be spelled in more than one way. Write the words that answer each question.

1. Which words have the **aw** sound you hear in *law*?

_____

_____

2. Which words have the **ou** sound you hear in *out*?

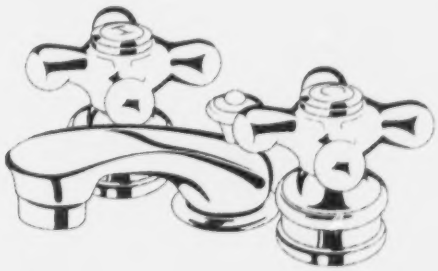
_____

_____

3. Which words have the **oi** sound you hear in *oil*?

_____

_____



CHALLENGE

auction
employ
caution
pronounce
exhaust

The **Challenge Words** all have two syllables. Notice the sound of the vowel in the stressed syllable. Write the words that answer each question.

4. Which words have the sounds you hear in *toy* and *how*?

_____

5. Which words have the sound you hear in *claw*?

_____

Basic Words

Write the Basic Word that fits in each sentence.

1. The letters *a* and *e* are used for _____ sounds.
2. I wish that _____ would stop dripping!
3. Did you _____ the movie as much as I did?
4. This food will _____ if it's left out too long.
5. The baby likes to _____ all over the place.
6. I do not _____ that he will do what he said.
7. They were late _____ the car broke down.
8. I try to _____ cold drafts.
9. The truck will _____ away all the logs.
10. They went for a walk _____ the block.

Write your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any words you don't know and then write the word that fits in each sentence.

1. The new factory will _____ a hundred people.
2. The _____ from the car was thick and smoky.
3. We bought this old lamp at an _____.
4. Be sure to _____ each word correctly.
5. Use _____ when you're crossing the street.

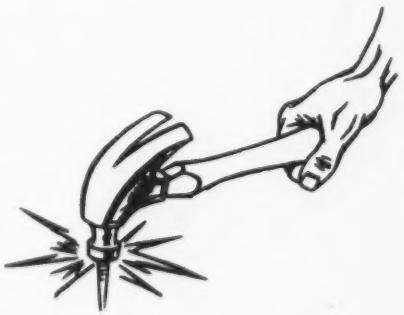
Giving Instructions

You know that you must read instructions to find out how to do something or put something together. Sometimes you may want to write your own instructions for someone else to follow. What is wrong with the instructions in the next paragraph?

> After you have put the shelves in place, put the back on. First, make sure you have all the pieces shown in the picture. When you have finished, you can paint the shelves if you want to. Then attach each shelf to the two side pieces.

These instructions are all mixed up. The steps are not given in correct order. Can you rewrite this paragraph to show how the steps should be taken?

Now write your own instructions telling someone how to do something that you know how to do. You might tell them how to get from school to your house. You might explain how to make something or you might tell how something works. Make sure you tell everything the reader needs to know. Be sure to give the steps in the right order.



Possessive Nouns

Last week we talked about singular and plural nouns.

Today we will look at something else that nouns can do. What do you notice about the nouns in boldface in the following sentences?

My **friend's** books are on the table. _____

Her **dog's** leash fell off. _____

These are **singular possessive nouns**. They tell that something belongs to one person or thing.

★ Add an **apostrophe** and the letter **s** (**'s**) at the end of a singular noun to show possession.

Now look at the words in boldface in the next sentences. What is different about them?

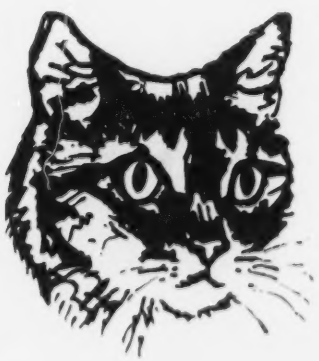
Two of my **friends'** books got lost.
All of the **dogs'** collars came loose.

These sentences contain **plural possessive nouns**. They show something belonged to more than one person or thing.

★ Add an **apostrophe** (') to plural nouns that normally end with the letter **s**.

Look at the following examples. Add **'s** to the singular nouns to show possession. Add **s'** to the plural nouns to show possession. The first two examples are done for you.

1. one cat**'s** whiskers
2. two writers**'** books



3. one girl hat _____
4. three worker tools _____
5. four car wheels _____
6. Mrs. Green coat _____
7. five dog collars _____
8. a man gloves _____
9. Mr. Brown car _____
10. three student homework _____

Week 12 — The Vowel + r Sounds in *sharp* and *torch*

Often you find words with vowels followed by the letter *r*. These are called *r-controlled vowels* because the letter *r* affects the sound of the vowel. When *a* is followed by *r* you hear the /ar/ sound in *car* and *hard*. When *o* is followed by *r* you often hear the /or/ sound in *for* and *store*.

BASIC

sharp
torn
charm
torch
alarm
chorus
march
worn
fortune
charge
report
barber
orchard
carpet
ignore

The **Basic Words** contain the **ar** sound in *car* or the **or** sound in *for*. When words have two syllables, notice the sound and spelling of the stressed syllable. Write the words that answer each question.

1. Which one-syllable words have the **ar** sound in *car*?

_____

_____

2. Which two-syllable words have the **ar** sound in the stressed syllable?

_____

_____

3. Which one-syllable words have the **or** sound in *for*?

_____

4. Which two-syllable words have the **or** sound in the stressed syllable?

_____

CHALLENGE

harmony
formula
remark
portrait
restore

The **Challenge Words** have two or three syllables. Look for the **ar** or the **or** sound in each stressed syllable.

5. Which words have the **ar** sound in the stressed syllable?

_____

6. Which words have the **or** sound in the stressed syllable?

_____

Basic Words

Write the Basic Word that fits in each sentence.

1. Four bands will _____ in the parade.
2. The _____ was filled with apple trees.
3. Don't cut yourself on that _____ metal.
4. This old coat is completely _____ out.
5. Who spilled some juice on the _____?
6. The _____ sang for the ceremony.
7. Set the _____ so we will get up early.
8. Some of the pages in the book were _____.
9. I need to go to the _____ for a haircut.
10. I wrote a _____ about the book I read.

Write your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. We followed a _____ to mix the chemicals.
2. Did you hear the _____ he made?
3. This is a _____ of my grandmother.
4. All the voices joined in close _____.
5. They plan to _____ the old house.

Correcting Errors

Whenever you write anything, you should check it carefully to see if there are any mistakes. This process is often called **proofreading**. It means that you look over what you have written to make sure it is clear to the reader.

When you proofread, ask:

- ★ Are there any spelling errors?
- ★ Are there any mistakes in punctuation?
- ★ Is the sentence structure clear? Are there are any sentence fragments or run-on sentences?

Here is a paragraph with several mistakes. Put a circle around each mistake you notice.

> Did you see that movie about alaska It was really great! I liked the part about the bares it was very exciting I wood like to see that movie agen.

Here is the same paragraph with mistakes corrected in boldface. Did you catch all the errors?

> Did you see that movie about **A**laska**?** It was really great! I liked the part about the **bears. It** was very exciting**.** I **would** like to see that movie **again**.

Here is another paragraph that contains some mistakes. Mark each mistake using the symbols you saw in the Writing Exercise for **Week 5**. Then write a corrected version on the lines below.

> Summer is my favrite time of year I like to play basball and to ride my bike. probably go on vacation. We may go too see my aunt and uncle in cleveland if we can

Pronouns

You already know that **nouns** name people, places, or things. **Pronouns** are words that can be used to take the place of nouns. Pronouns are written in boldface in these examples.

My friend came to visit. **He** brought some pictures he took.
Maria is my neighbor. **She** has a dog named Ralph.
Our neighbors went on vacation. **They** flew to California.
Bill and I went swimming. **We** got awfully tired and soggy.

These sentences show the most important thing about pronouns. First you must use a noun such as *friend* or *Maria* or *neighbor*. Then you can use a pronoun that refers back to the noun. This means that you don't have to keep repeating the noun over and over.

☆ Here are the **personal pronouns** that you use every day. There are three types of personal pronoun. You use the *first person* when you talk about yourself. You use the *second person* when you talk to someone. You use the *third person* when you refer to someone else (he, she) or to something else (it).

	Singular	Plural
First person	I	we
Second person	you	you
Third person	he, she, it	they

Here are some pairs of sentences. Add the pronoun in the second sentence that fits with the noun in the first sentence.

1. My school is nearby. _____ was built last year.
2. Tim and Rod are friends. _____ like to play ball.
3. Susan and I saw a movie. _____ liked it very much.
4. Fred is a good speller. _____ always gets words right.
5. Ellen plays the piano. _____ played for our class.

Week 13 — The Vowel + r Sounds in *pair* and *clear*

Today we will study two more r-controlled vowels. The /air/ sound can be spelled *air* in *pair* or sometimes *are* in *stare*. The /ear/ sound can be spelled *ear* in *clear* or *eer* in *cheer*.

BASIC

stair
cheer
rear
snare
steer
stare
dear
compare
clear
chair
spear
prepare
deer
pair
spare

CHALLENGE

dreary
beware
appear
repair
career

The **Basic Words** contain two different r-controlled vowels, the **air** sound and the **eer** sound. Write the Basic Words that answer each question.

1. Which words have the **air** sound spelled *air*?

_____

2. Which words have the **air** sound spelled *are*?

_____

3. Which two words with the **air** sound are homophones?

_____

4. Which words have the **ear** sound spelled *ear*?

_____

5. Which words have the **ear** sound spelled *eer*?

_____

6. Which two words with the **ear** sound are homophones?

_____

The **Challenge Words** have the **air** and **ear** sounds in stressed syllables.

7. Which words have the **air** sound?

_____

8. Which words have the **ear** sound?

_____

Basic Words

Write the Basic Word that fits in each sentence.

1. My cat likes to _____ out the window.
2. I got a new _____ of boots this winter.
3. Can you _____ the sled on that rough ice?
4. Put this _____ next to the table.
5. We went out to _____ for our team.
6. Watch that loose board on the bottom _____!
7. The biggest boxes are at the _____ of the truck.
8. Did you _____ the prices at different stores?
9. I hope the weather is _____ tomorrow.
10. We need to _____ the ground for planting.

Write your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any words you don't know and then write the word that fits in each sentence.

1. The actor will _____ in a new movie.
2. The sign said to _____ of the dog.
3. He had a long _____ as a teacher.
4. It will cost a lot to _____ the old car.
5. The weather is damp and _____ today.

Dictionary Skills

When you use a dictionary, you have to be able to locate words in **alphabetical order**. This means that words are arranged in the same order you find in the alphabet itself.

★ Sometimes you can locate a word by looking for it under the first letter:

able **b**est **c**ap **d**ish **e**xtra

★ Often you will have to look beyond the first letter to find the word you want. How would you find the word *hit* in the following group?_____

hat **h**en **h**it **h**op **h**ut

Since all these words begin with *h*, you must look at the *second* letter of each word to find the one you want.

★ You follow the same procedure if all words have same first two letters: then you must look for the third letter to find the one you want.

ba**d** ba**g** ba**ll** ba**t**

Look at the following groups of words. See how many letters they share in common at the beginning. Then arrange them in alphabetical according to the letters that are different. Sometimes you will have to go to the third or fourth or fifth letter of each word to get the right order.

1. bread, brought, bring, brag

_____

2. leave, lift, left, lemon

_____

3. hoot, hoop, hoof, hook

_____

4. thin, that, thirst, then

_____

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Action Verbs and Linking Verbs

You know that the *subject* of each sentence tells who is doing something or what the sentence is about. The *predicate* of the sentence tells what the subject did or gives more information about the subject.

You also know that the *verb* is the most important word in the predicate. This is the word that tells exactly what the subject is or what the subject is doing.

★ **Action verbs** do just what you would expect: They tell what the subject *did*. Look at the action verbs in boldface in these sentences.

We **ran** fast to get out of the rain.
I **saw** my friends at the mall.
Mary **read** a book about the Inca civilization.
The cat **jumped** onto the window sill.

★ **Linking verbs** serve another purpose. They don't show action. They simply tell what the subject *is* or they give more information about the subject. Here are some examples of linking verbs.

John **is** very tall.
Ellen **was** glad to finish the test.
We **are** good friends.
Ron and Ed **were** on the same team.

Underline the verb in each of the following sentences. Write the letter **A** above each action verb. Write the letter **L** above each linking verb.

1. The team won its last game.
2. My teacher is also our soccer coach.
3. John fell down on the playground
4. The wind blew the old tree down.
5. The weather was very bad yesterday.
6. My dog barks at everybody.
7. Hank always prepares his lesssons.
8. My mother cheers for me.

There are lots of words that have the /er/ sound in *her*. This sound can also be spelled *ir* in *sir* or *ur* in *turn*. It can even be spelled *or* in *work*.

BASIC

term
stir
urge
worse
verb
firm
murmur
worst
clerk
skirt
sturdy
stern
circle
current
worry

CHALLENGE

surgeon
worthless
thermos
whirlwind
turquoise

The **Basic Words** show the four spellings for the **er** sound. Write the words that answer each question.

1. Which words have the **er** sound spelled with *er*?

_____

2. Which words have the **er** sound spelled with *ir*?

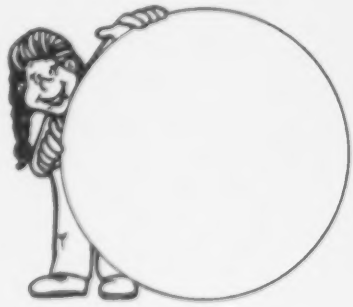
_____

3. Which words have the **er** sound spelled with *or*?

_____

4. Which words have the **er** sound spelled with *ur*?

_____



The **Challenge Words** also show the spellings for the **er** sound in the stressed syllable of each word. Write the words that answer each question.

5. Which Challenge Words have the **er** sound spelled with *er* or with *ur*?

_____

6. Which words have the **er** sound spelled with *ir* or with *or*?

_____

Basic Words

Write the word that fits in each sentence.

1. Use a _____ in the predicate of each sentence.
2. Does that _____ go with this blouse and shoes?
3. We heard the _____ of voices in the next room.
4. This orange tastes even _____ than that one.
5. Ask the _____ if this is the right price.
6. Be sure to _____ the soup while it cooks.
7. Don't _____ about the test. You'll do fine.
8. Draw a _____ around the right answer.
9. Is the bridge _____ enough to hold all this weight?
10. I _____ you not to be late for the movie.

Write your own sentences for other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any Challenge Words you don't know and then write the word that fits in each sentence.

1. We used a _____ to keep the drinks cold.
2. The _____ blew trees and leaves everywhere.
3. This old machine is almost _____.
4. The _____ operated on Bill's injured leg.
5. _____ is a greenish blue color.

Making Comparisons

When you want to describe things, you can often do it by comparing one thing with another. Notice how this is done in the following sentences.

The cold wind was *like* a knife.
The surface of the lake was *like* glass.
He runs *as* fast *as* a rabbit.
The trees were *as* big *as* skyscrapers.

★ Each sentence is an example of a **simile**. This is a description that shows how two things are alike. A simile uses the word *like* or *as*. Notice that *as* is always used twice (*as* smooth *as* silk).

There is another kind of comparison that is even stronger. Look at the following sentences. How are they different from similes?

The field of flowers *is* a blanket of color. _____

The storm *was* a ferocious monster. _____

She *is* a tower of strength. _____

★ These sentences are **metaphors**. A metaphor says that one thing *is* something else.

Look at the following sentences. Underline the words *like* or *as* when you see them. At the end of these sentences, write the letter **S** to show that it is a simile. Write the letter **M** at the end of sentences to show that they are metaphors.

1. The sidewalk is as slick as glass today. _____
2. The baby was a bundle of joy. _____
3. The sun glowed like a ball of fire. _____
4. The test was as easy as pie. _____
5. The night sky was a heavy black blanket. _____
6. The palm trees stand like a row of soldiers. _____

Verb Tenses

Verbs help you to tell about things that happen at different times.

★ The **Present Tense** tells about things that are happening now or that happen all the time.

I **walk** to school every day.
My brother **works** after school.

★ The **Past Tense** tells about things that have already happened and are finished. For most verbs, add the ending *-ed* to show the past tense.

My brother **worked** after school last year.
I **walked** to school last week.

★ The **Future Tense** tells about things that will happen in the future. Add the verb *will* before the basic verb when you want to write the future tense.

I **will look** for my missing gloves this afternoon.
They **will travel** to the city tomorrow.

Write the form of the verb that fits in each of the following sentences. Add the ending or the word that is needed.

1. He look a lot like his brother. _____
2. Yesterday they wait an hour for the bus. _____
3. Tomorrow we go to the zoo. _____
4. Ed visit his cousin almost every weekend. _____
5. Last Saturday we look for smooth rocks in the stream. _____
6. Next week we help them fix their garage. _____
7. Sue stir her tea each morning. _____
8. Two men circle the earth in a balloon. _____

Compound words are made up of two shorter words. Many compound words are written as a single word: *football* and *playground*, for example. Some compound words are written with a hyphen (-) between the two words: *brand-new* and *full-time*, for example.

BASIC

earthquake
old-fashioned
campfire
babysitter
homesick
footprint
make-believe
schoolwork
brand-new
lighthouse
medium-size
sunflower
full-time
firecracker
well-known

CHALLENGE

loudspeaker
shopkeeper
last-minute
grandstand
long-distance

The **Basic Words** show two ways of writing compound words. Some compound words are written as one word and some have a hyphen. Write the words that answer each question.

1. Which compound words are written as one word?

_____

_____

_____

_____

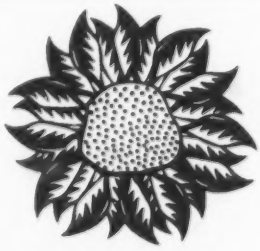
2. Which compound words are written with a hyphen?

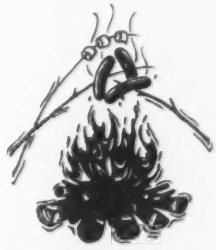
_____

_____

_____

_____





The **Challenge Words** also show two ways of writing compound words. Write the words that answer each question.

3. Which compound words are written as one word?

_____

_____

4. Which compound words are written with a hyphen?

_____

Basic Words

Write the Basic Word that fits in each sentence. Notice that many compound words with hyphens are *adjectives* that come just before the noun they describe.

1. He is a _____ movie actor.
2. The _____ warned ships at night.
3. My little sister's _____ is coming tonight.
4. I finished all my _____ early today.
5. We got a _____ car yesterday.
6. The _____ knocked down many buildings.
7. My brother has a _____ job.
8. I got _____ when I was at camp.
9. I want a _____ drink with my sandwich.
10. The _____ scared everyone when it popped.

Write other Basic Words in your own sentences.

_____

_____

_____

_____

_____

Challenge Words

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. The coach made a _____ change in the lineup.
2. We sat in the _____ at the ball game.
3. The _____ said he was out of candy bars.
4. I made a _____ call to my uncle.
5. We could hear the _____ a block away.

A Friendly Letter

When you write a letter to a friend or relative, you can follow a pattern like the one shown below. Notice the five main parts of the letter.

Heading

54 North Main Street
Cleveland, Ohio 14321
May 23, 1999

Greeting

Dear Ellen,

Body

Last week we went to see my cousin in Toledo. We had a good time, but I got very tired. We saw a lot of cows and horses on the way. My cousin just got a new bike for her birthday. I hope we can go back soon.

Closing

Your friend,

Signature

Penny

The **heading** gives your address and the date. The **greeting** tells who will receive your letter. Use a comma after the person's name. The **body** of the letter contains the message. It may have several paragraphs if you like. The **closing** says good-bye. Use a comma here as well. Then put your **signature** to let the reader know who sent the letter.

Write your own friendly letter on the lines given below. Use your own address in the heading and your own name in the greeting. Write to a friend and tell about something you did.

Adjectives

Look at the boldface words in these sentences.

That was a **great** movie!
This is a **fast** racing car.

★ Each word tells something about the noun that follows: a *great* movie, a *fast* car. These words are called **adjectives**, and they give more information about nouns. Some familiar adjectives are *fast*, *slow*; *big*, *little*; *bright*, *dark*; *light*, *heavy*.

Adjectives often come just before the nouns they describe. Some compound words with hyphens can be used as adjectives. They should come before the noun they describe.

This is a **well-known** brand of toothpaste.
I have a **full-grown** hamster at home.

There is another way to use adjectives. What do you notice in these sentences?

That movie was really **great**. _____

This racing car is very **fast**. _____

★ Here the adjective comes after the noun. A **linking verb** such as *is* or *was* connects the noun with the adjective that follows.

Underline the adjective in each sentence. Draw an arrow from each adjective to the noun that it describes.

1. We had a good time at the party.
2. The sun is very hot today.
3. A cold wind blew off the lake.
4. The moonlight is very bright tonight.
5. Strange animals can be seen in the zoo.
6. The house was very old.

Week 16 — The /s/ and /j/ Sounds in *city* and *germ*

You already know the /s/ sound in ***sit*** and the /j/ sound in ***jump***. The /s/ sound can also be spelled with a *c* in ***cent*** and ***city***, and it can be spelled *ce* at the end of ***face***. The /j/ sound can be spelled with a *g* in ***germ*** and ***giant***. It can also be spelled *ge* or *dge* at the end of ***page*** and ***edge***.

BASIC

cent
huge
circle
page
city
bridge
gentle
center
edge
space
germ
certain
piece
giant
slice

In some of the **Basic Words**, the /s/ sound is be spelled with the letter *c*. In other words, the /j/ sound is spelled with the letter *g*. Write the words that answer the following questions.

1. Which Basic Words begin with the /s/ sound spelled *c*?

_____

_____

2. Which words end with the /s/ sound spelled *ce*?

_____

3. Which words begin with the /j/ sound spelled *g*?

_____

4. Which words end with the /j/ sound spelled *ge* or *dge*?

_____

_____

CHALLENGE

cereal
general
citizen
giraffe
furnace

The **Challenge Words** also have the same spellings for /s/ and /j/. Write the words that answer each question.

5. Which Challenge Words have the /s/ sound spelled *c* at the beginning or end?

_____

6. Which words have the /j/ sound spelled *g* at the beginning?

_____

Basic Words

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. The astronauts flew into outer _____.
2. A calm, _____ breeze blew in from the lake.
3. Are you _____ that we have the right address?
4. They built a new _____ across the river.
5. I want a big _____ of pie.
6. The books fell off the _____ of the table.
7. We sat in a _____ around the campfire.
8. A _____ can be seen only in a microscope.
9. The answer is on the next _____.
10. Put the flowers in the _____ of the table.

Write your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. The _____ has a very long neck.
2. Each _____ should vote in the election.
3. I had _____ for breakfast this morning.
4. The _____ keeps us warm in winter.
5. Robert E. Lee was a _____ in the Civil War.

A Business Letter

A business letter is like a friendly letter in some ways, but there are two differences.

★ First, you may write to get information or to order something through the mail. You may also write to someone in sports or entertainment to tell them you like them.

★ Second, the business letter has an **inside address** that names the company or person you are writing to. This comes just after the heading, as you see in the example below. Also, the **greeting** can use the person's title instead of a name (Director, Editor, Publisher, Manager, etc.). Use a colon (:) after the greeting.

Heading	27 East Maple Street Atlanta, GA 52341 October 22, 1999
Inside Address	Director of State Parks 354 North Main Street Atlanta, GA 52367
Greeting	Dear Director:
Body	I would like to know which state parks are open to tourists. Please tell me where the parks are and when they are open. I would also like to know if we can camp in any of them.
Closing	Yours truly,
Signature	*Bill Edwards*
Typed Name	Bill Edwards

Notice that you type or print your name under your signature. This will make sure the reader can read your name and write back to you.

Write a business letter on your own sheet of paper using this format.

Making Comparisons with Adjectives

This week you will see something else that adjectives can do. Look at these three sentences:

The elephant is the **biggest** land animal of all.

A horse is **bigger** than a collie.

A collie is a **big** animal.

In the first sentence, the adjective *big* is used to describe the size of one animal. The second sentence uses the same adjective to compare the collie to the size of a horse. The last sentence compares the elephant to all other animals.

★ When you compare two things, add the ending **-er** to the adjective: *bigger*.
★ When you compare three or more things, add the ending **-est** to the adjective: *biggest*.

Some adjectives have short vowels and fit the Consonant-Vowel-Consonant pattern: *big*, *hot*, *fat*, *sad*, *thin*, and *flat*. When an adjective ends with a short vowel and a single consonant, then *double the final consonant when you add -er or -est.*

big, bigger, biggest	hot, hotter, hottest
sad, sadder, saddest	thin, thinner, thinnest

If an adjective ends with two consonant letters, then just add the endings without any change.

slick, slicker, slickest	rich, richer, richest

In each sentence below, add the ending that will make the adjective compare two things or more than two things. Remember to double the final consonant when it is needed.

1. This puppy is **fat** _____ than that one.
2. That was the **thick** _____ fog I ever saw.
3. Today is much **hot** _____ than yesterday.
4. The ice is the **slick** _____ it has ever been.
5. The snow today is **wet** _____ than it was last week.
6. This is the **dim** _____ light of all.

Some words seem to have "silent letters." Several words begin with the /r/ sound spelled *wr*, and other words begin with the /n/ sound spelled *kn*. The silent letters were actually spoken when these words were first used hundreds of years ago.

BASIC

wrap
knee
write
knot
wrong
know
wren
knew
wrote
knock
wrist
knit
wreck
knob
wring

CHALLENGE

wrestle
knuckle
wrench
knowledge
wrinkle

The **Basic Words** show that some words begin with the /r/ sound spelled *wr* and other words begin with the /n/ sound spelled *kn*. Write the words that answer each question.

1. Which Basic Words begin with *wr* and have short **a**, **e**, or **i**?

_____

_____

2. Which other words begin with *wr*?

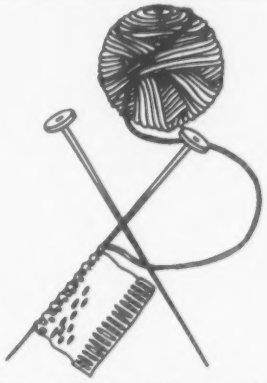
_____

3. Which words begin with *kn* and have short **i** or short **o**?

_____

4. Which other words begin with *kn*?

_____



The **Challenge Words** also begin with *kn* or *wr*. Write the words that answer each question.

5. Which Challenge Words begin with *wr*?

_____

6. Which words begin with *kn*?

_____

Basic Words

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. Last week I _____ a letter to my uncle.
2. This rope has a big _____ in it.
3. I don't _____ where he is.
4. Did you _____ the water out of your socks?
5. My aunt will _____ a sweater for me.
6. Did you _____ all the gifts?
7. The _____ on the door doesn't turn.
8. I need to _____ a list of things to get.
9. Did you hear a _____ at the door?
10. I got the _____ answer for one question.

Write your own sentences for the other Basic Words.

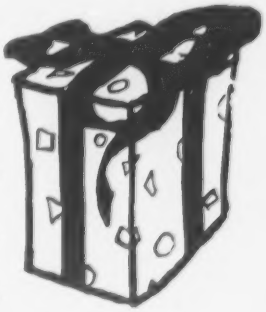
_____

_____

_____

_____

_____



Challenge Words

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. I scraped my _____ on the stone.
2. Can you iron this _____ out of my shirt?
3. I used a _____ to turn the rusty bolt.
4. He has a lot of _____ about flying.
5. The children like to _____ with each other.

Correcting Errors

This week we will look at a friendly letter. The problem is that this one has a lot of mistakes. Look back at the friendly letter in Week 15 if you want to. Then mark the mistakes in the letter given below. Here are some things you should look for:

- ★ Are proper nouns capitalized?
- ★ Do sentences begin with a capital letter and end with the correct punctuation mark?
- ★ Are all the sentences complete? Do some sentences run together without a break?
- ★ Mark the mistakes using the symbols you saw in the Writing Exercise in **Week 5**.
- ★ Does the letter have all the sections it should?

83 North elm street
indianapolis IN 14321
may 23, 1999

Dear Susan

we had a lot of fun on our vacation first we went to see my grandparents in Ohio. drove to Chicago to see some frends. We saw alot of stuff at the zoo and at a big museum to. I hop you had a good tim on your vaction let me know what you did.

Wendy

Now write a correct version of the letter in the space below.

Adverbs

Notice the words in **boldface** in these sentences.

We left **early** to avoid the crowd.
The ball rolled over **there** in the bushes.
They ran **quickly** to get out of the rain.

What do these words do? In the first sentence, the word *early* tells when something happened. In the second sentence, the word *there* tells where something is. In the last sentence, the word *quickly* tells how something was done.

★ These words are all **adverbs**. They are used to define verbs. *Adverbs often tell **when** or **where** or **how** something happened.* Here are some adverbs you use every day:

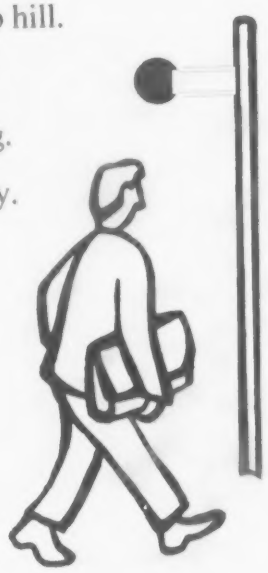
here	there	soon	now	often	never
always	late	inside	outside	early	then

★ Many adverbs end with the letters *-ly*. For example:

quickly	slowly	easily	rapidly
possibly	terribly	usually	lazily

Write an adverb that goes with the verb in each of these sentences. You can choose one of the adverbs listed above, or you may be able to think of another one yourself. If you're not sure about a word, check the dictionary to see if it can be used as an adverb.

1. We arrived _____ to get a good seat.
2. The old train moved _____ up the steep hill.
3. The book is right _____ where I left it.
4. I _____ look both ways before crossing.
5. I hope they arrive _____ so we can play.
6. I hope I _____ see that movie again!



Many words with two or three syllables end with the long **e** sound in the final syllable. This sound is often spelled with the letter *y* or sometimes with the letters *ey*.

BASIC

sorry
honey
plenty
beauty
turkey
hobby
duty
donkey
steady
monkey
lady
valley
daisy
fifty
chimney

The **Basic Words** show the long **e** spelled *y* and *ey* at the end of two-syllable words. Write the words that answer each question.

1. Which words end with *y* and have a short vowel in the first syllable?

_____

_____

2. Which words end with *y* and have a long vowel in the first syllable?

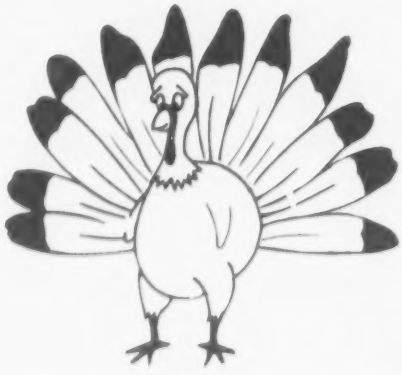
_____

_____

3. Which words end with *ey*?

_____

_____



CHALLENGE

colony
agency
trolley
assembly
gallery

Some **Challenge Words** have three syllables, but they all end with *y* or *ey*. Write the words that answer each question.

4. Which words end with *y*?

_____

_____

5. Which word ends with *ey*?

_____

Basic Words

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. The _____ of the flowers took our breath away.
2. The little _____ was swinging from limb to limb.
3. My _____ is collecting stamps.
4. The _____ made a strange braying sound.
5. I'm _____ you lost you new watch.
6. Smoke was coming from the _____.
7. Twenty plus thirty equals _____.
8. There is a deep _____ between the mountains.
9. It is your _____ to tell them what happened.
10. We had _____ and dressing for Thanksgiving.

Write your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. The travel _____ arranged for our plane tickets.
2. An _____ of mayors met in New York.
3. An old _____ used to run on these rails.
4. America was once a _____ of Britain.
5. The pictures were displayed in a _____.

Dictionary Skills

★ When you look at a page in a dictionary, you see two words written in boldface at the top of the page. These are called **guide words** and they are usually written in one of two ways:

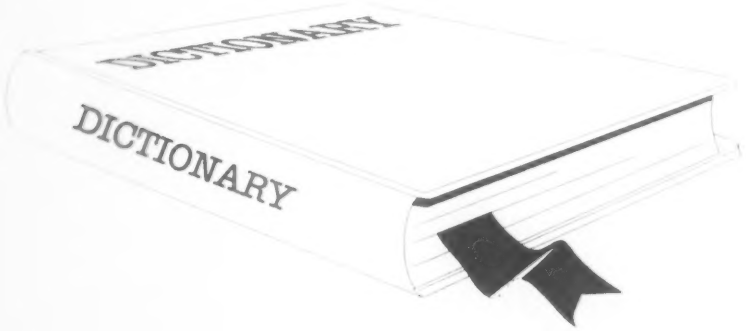
radio / rainbow or **radio • rainbow**

The guide words tell you the first and last word on that page. All the words on the page come in alphabetical order between the two guide words. Look in your own dictionary to see how these guide words are written.

If you looked at the page with **radio / rainbow** as the guide words, you would expect to find *radish* and *railroad* and *rain* because those words all come between the guide words in alphabetical order. You would not expect to find *rabbit* because that word comes before *radio*, and you would not find *rapid* because it comes after *rainbow* in the alphabet.

Look at the guide words given below. Then look at the words written beneath them. Write YES beside each word that comes between the two guide words in the alphabet. This means that you would find these words on this page of the dictionary. Write NO for the words that come before or after the guide words. These would not be on that page of the dictionary.

clap / clear		**grill / ground**	
class	_____	grip	_____
clean	_____	growl	_____
clam	_____	guard	_____
city	_____	grouch	_____
clatter	_____	gorilla	_____
coast	_____	grind	_____



Synonyms

What do you notice about the words in boldface in these sentences?

Evan is a very **fast** runner.
We took a **quick** look in the store window.
The **swift** horse finished the race easily.
The dogs ran at a **rapid** pace around the track.

★ These words are examples of **synonyms**. They are words that mean the same thing or almost the same thing. In these sentences, the synonyms are *adjectives* that describe things.

Synonyms are important for two reasons. First, they give you a variety of words you can use to describe things or tell how things are done. You don't have to keep saying that something is *big* or *little* or *fast* or *slow*. You can choose from a number of words that give you some variety in describing things or telling what happened.

Second, you can choose the synonym that gives exactly the meaning you want. For example, look at the verbs in the following sentences.

We **walked** three blocks to get to the store.
Some tourists **strolled** along the beach.
The weary hikers **trudged** back to camp.
We **plodded** through the mud and rain.

Each verb tells of a particular way of going somewhere on foot. In each sentence, you can see exactly how the people are moving because the verb is specific.

Look at each word given below and write as many synonyms as possible. If you can't think of many, then look in a dictionary to see if it gives synonyms as part of the definition of each word. You may also want to use a *thesaurus*, which is a book that gives many synonyms for any word you look up.

happy _____

sad _____

run _____

bright _____

watch _____

Prefixes are syllables that are added to the beginning of a word. Each prefix changes the meaning of the word that follows. The prefixes *un-* and *dis-* mean "not" or "the opposite." The prefix *re-* often means "to do something again."

BASIC

unlock
dislike
refill
uncover
disobey
unable
reread
disappear
uneasy
disagree
repaint
unpack
disappoint
rebuild
unload

CHALLENGE

dishonest
unfamiliar
reappear
discomfort
unfortunate

The **Basic Words** begin with the prefixes *un-*, *dis-*, or *re-*. Each prefix changes the meaning of the word that follows. Write the word that answers each question. Also underline the prefix in each word.

1. Which words begin with the prefix *un-*?

_____

_____

2. Which words begin with the prefix *dis-*?

_____

_____

3. Which words begin with the prefix *re-*?

_____

_____

Each **Challenge Word** also begins with a prefix. Write the words that answer each question. Also underline the prefix in each word.

4. Which words begin with the prefix *un-*?

_____

5. Which words begin with *dis-* or *re-*?

_____

Basic Words

Write the Basic Word that fits in each sentence.

1. I was _____ to see through the thick fog.
2. Be sure to _____ the sugar dish after dinner.
3. Sometimes we _____ about which teams are best.
4. Workers had to _____ the bridge after the storm.
5. Explorers can _____ the ruins of ancient cities.
6. I really _____ the taste of vinegar.
7. Did you _____ the chapter before the test?
8. We need to _____ our bags after the trip.
9. How did the cookies all _____ before I got any?
10. The bad storm made me feel very _____.

Write your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Write the word that fits in each sentence.

1. We saw the sun _____ after the storm.
2. I am _____ with this part of town.
3. The cold rain caused us a lot of _____.
4. It is _____ that he lost his wallet.
5. He has never said anything _____ about anyone.

Paragraphs That Give Information

You often need to write paragraphs that give information about people and events. You can get this information from encyclopedias and other books. These paragraphs often tell *who* did something and *what* happened as well as *when*, *where*, and *how* things happened.

Look at the paragraph below. It contains several *facts* about the life of Benjamin Franklin, who lived during the time of the American Revolution more than 200 years ago. Each fact supports the *topic sentence* at the beginning of the paragraph. As you read, underline the specific facts that you find.

> Benjamin Franklin was one of the most important Americans of the eighteenth century. He began as a printer and publisher in Philadelpia. Later he discovered that lightning is electricity and also invented things such as bifocal eyeglasses and the lightning rod. He served in government at the time of the American Revolution and helped to write the Declaration of Independence. By the end of his life, Franklin was admired in Europe as well as in America.

Look at some facts about another famous American. These are only pieces of information, not complete sentences.

> Thomas A. Edison, inventor (1847-1931)
> showed an early interest in inventing things
> began working in his own laboratory at age ten
> worked as a telegraph operator on railway trains
> invented the phonograph to make sound recordings
> invented the light bulb and the motion picture camera
> designed and developed plans for helicopters
> responsible for more than 1000 inventions during his lifetime

Use this information for your own paragraph. In the space below, or on your own paper, write a topic sentence and a paragraph made up of clear sentences.

Antonyms

★ Last week you learned about *synonyms*, which are words that mean almost the same thing. This week you will learn about **antonyms**, which are words that mean the opposite of each other. You already know quite a few antonyms:

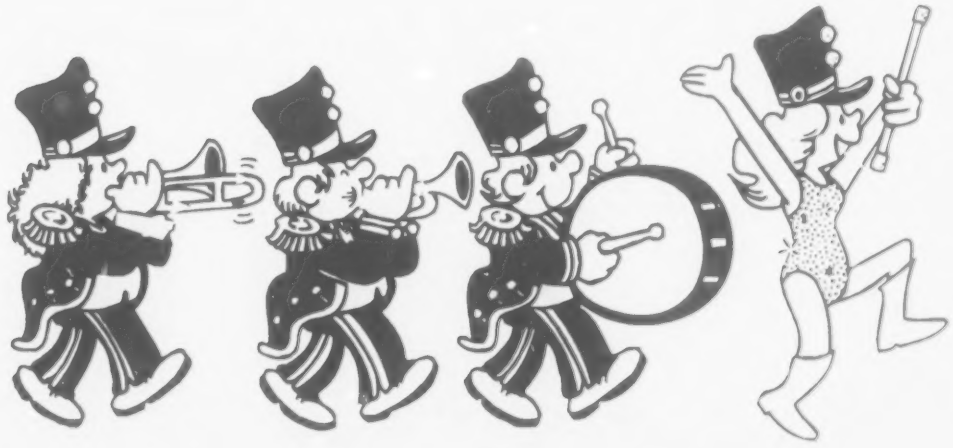
big—little	up—down	fast—slow
in—out	soft—hard	smooth—bumpy

On this week's list you saw that the prefixes *un-* and *dis-* can be used to form antonyms:

lock—unlock	load—unload	pack—unpack
like—dislike	obey—disobey	agree—disagree

Here are some words you already know. In the space beside each word, write an antonym. Don't forget that words beginning with *un-* and *dis-* can be sometimes used as antonyms.

1. new _____
2. good _____
3. certain _____
4. large _____
5. belief _____
6. always _____
7. cold _____
8. first _____
9. heavy _____
10. appear _____



All of this week's words have two syllables. Some words have one consonant sound between the two syllables, but the consonant letter is doubled (*yel/low*). Other words have two different consonants between the two syllables (*bas/ket*).

BASIC

village
person
settle
basket
stubborn
distant
cotton
compass
yellow
number
common
master
soccer
simple
ladder

CHALLENGE

disguise
baggage
seldom
comment
contact

The **Basic Words** all fit the VCCV pattern: Vowel-Consonant-Consonant-Vowel. Notice how the syllables are divided. Are there two different consonant sounds between the syllables, or is one consonant letter doubled betwen the two syllables? Write the words that answer each question. Also put a diagonal line between the two syllables: *cot/ton* or *mas/ter*, for example.

1. Which words have two different consonant letters between the two syllables?

_____

_____

_____

2. Which words have a doubled consonant letter between the two syllables?

_____

_____

_____

Each **Challenge Word** fits the VCCV pattern. Write the words that answer each question. Put a diagonal line between the two syllables.

3. Which words have a doubled consonant between the two syllables?

_____

4. Which words have two different consonants between the two syllables?

_____

_____

Basic Words

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. The needle of a _____ points to the north.
2. The rain will help to _____ the dust.
3. We saw fossils of animals from the _____ past.
4. They climbed the _____ to get to the roof.
5. Why did you put all the eggs in one _____?
6. Pine trees are very _____ in many forests.
7. He is too _____ to admit that he is wrong.
8. Each _____ can have two donuts.
9. I like to kick the _____ ball around.
10. I dialed the wrong _____ on the phone.

Write your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. The travelers had a lot of _____ to carry.
2. Were you able to _____ her and leave a message?
3. The mayor would not _____ on the rumor.
4. I had a great _____ for Halloween.
5. We _____ see them since they moved.

Paragraphs That Give Reasons

Sometimes you may want to write to tell people what you think about a certain question. Other times you may want to tell why you think something should be done. The best way to do this is to give reasons that will *persuade* others to do what you think is right.

Look at the following paragraph. It begins with a topic sentence that tells what the writer believes. Then the other sentences give reasons to support that idea.

> It is important to eat the right food. Good food gives you the things you need to grow. It keeps you strong so that you don't get sick. Good food also gives you the energy you need to run and play. When you exercise and eat the right food, you will feel better and stay healthy.

Now write your own paragraph giving reasons to support something you believe or want to have done. You can use one of the following topic sentences or choose one of your own.

- We should get to go out more often.
- Our class should take more field trips.
- Exercise is good for you.
- A stop light should be put on a certain street.
- We should have a contest to see who reads the most books.
- We should sell cookies to buy a pet hamster for the class.

Irregular Nouns

In Weeks 10 and 11 we talked about nouns. If necessary, look back to review singular and plural nouns and possessive forms of nouns. This week you will learn about a few nouns that don't fit the patterns given in Weeks 10 and 11.

Plural Nouns

Some nouns don't add **s** or **es** to form the plural. Instead, they change the vowel or some other ending is added. Here are a few nouns that have irregular plural forms.

man ⇨ m**e**n
woman ⇨ w**o**men
child ⇨ child**ren**
mouse ⇨ m**i**ce
goose ⇨ g**ee**se
person ⇨ **people**
tooth ⇨ t**ee**th
ox ⇨ ox**en**

Possessive Nouns

These irregular nouns do add **'s** in the singular to show possession. However, these nouns have unusual plural spellings so they don't add *s* to form the plural in the first place. Instead, the plural possessive is shown by adding **'s** just as in the singular.

man**'s** ⇨ men**'s**
woman**'s** ⇨ women**'s**
child**'s** ⇨ children**'s**
mouse**'s** ⇨ mice**'s**
goose**'s** ⇨ geese**'s**
person**'s** ⇨ people**'s**
tooth**'s** ⇨ teeth**'s**
ox**'s** ⇨ oxen**'s**

Now write the correct plural or possessive noun in the following sentences. Refer to the nouns listed above and use the first letters as your guide.

1. Two ch_____ were playing in the yard.
2. Both men_____ coats were hanging in the closet.
3. Two p_____ were still waiting for the bus.
4. Each p_____ comment will be read aloud.
5. The honking of the g_____ could be heard far away.
6. We found the mou_____ hiding place under the stair.
7. One wom_____ speech was especially good.
8. All of my t_____ ache when I eat ice cream.

Words that end with *y* must change final *y* to *i* before endings are added. Nouns change to the plural by adding *-es*: *city*, ***cities***. Verbs change to the past tense by adding *-ed*: *study*, ***studied***. Adjectives make comparisons by adding *-er* and *-est*: *easy*, ***easier***, ***easiest***,

BASIC

babies
studied
easier
lilies
happiest
hurried
ladies
copied
heavier
cities
worried
prettiest
duties
carried
cloudier

CHALLENGE

qualities
friendliest
dictionaries
multiplied
noisier

The **Basic Words** show how final *y* is changed to *i* before endings are added. Write the words that answer each question.

1. Which words are nouns that change *y* to *i* and add *-es* to form the plural?

_____

_____

2. Which words are verbs that change *y* to *i* and add *-ed* to form the past tense?

_____

_____

3. Which words are adjectives that change *y* to *i* and add *-er* or *-est* to make comparisons?

_____

_____

The **Challenge Words** also change final *y* to *i* before adding endings. Write the words that answer each question.

4. Which word is a verb that changes *y* to *i* and adds *-ed* to form the past tense?

_____

5. Which words are nouns that change *y* to *i* and add *-es* to form the plural?

_____

6. Which words are adjectives that change *y* to *i* and add *-er* or *-est* to make comparisons?

_____

Basic Words

Write the word that fits in each sentence.

1. We _____ to get out of the rain.
2. This is the _____ bunch of flowers I've seen.
3. We visited several large _____ on our vacation.
4. Kim _____ extra hard for the test.
5. This big box is _____ than that one.
6. Put these _____ in a vase of water.
7. I _____ all the sentences from the board.
8. This test is _____ than the last one.
9. I _____ all the books into the other room.
10. He was the _____ he has ever been.

Write your own sentences for the other words.

_____

_____

_____

_____

_____

Challenge Words

Write the word that fits in each sentence.

1. This is the _____ puppy I've ever seen.
2. I looked for the word in three _____.
3. We _____ 3 times 11 to get the answer.
4. This group of ducks is _____ than the other one.
5. This book has many good _____.

Correcting Errors

Read the sentences given below. Each sentence has at least one error. Mark each error using the symbols in the Writing Exercise for **Week 5** whenever they will help. Then write the correct sentence in the space provided.

1. We are going a way for the thanksgiving holiday.

_____

2. our trip to the beach was not much fun

_____

3. Is their any milk left

_____

4. My uncle went to atlanta and miami last summer.

_____

5. Each childs picture was put up on the board

_____

6. There are to many bugs flying around hear.

_____

7. Bill and i were good freinds.

_____

8. New York and Chicago are the bigest citys I have visited.

_____

9. Some books fell of the tabel

_____

10. Do you sea are car anywhere around hear

_____

Contractions

Every day you say things like "I'm not sure where he is" or "We're going to be late." When you say *I'm* or *We're*, you are using contractions.

★ **Contractions** are shortened forms of words. You make a contraction by joining two words and leaving out some of the letters of one of the words.

★ An **apostrophe** (') is used to show that some letters have been left out of one of the words.

For example, when you say *I'm* you are using a contraction of the words *I am*. The first letter of the verb *am* is dropped and an apostrophe is put in its place. Here are the contractions you can use with forms of the verb *to be*:

I am ⇨ **I'm**	you are ⇨ **you're**	he is ⇨ **he's**	she is ⇨ **she's**
it is ⇨ **it's**	we are ⇨ **we're**	they are ⇨ **they're**	

It is very important to include the apostrophe. For example, if you write *we're* without the apostrophe, you get the word *were*. If you write *it's* without the apostrophe, you get the word *its*. You can see the difference in these sentences:

We're glad they *were* able to visit us.
It's a good thing that the team won *its* last game.

Look at each of the following sentences. Then write the contraction for the words in boldface.

1. **I am** going to visit my grandparents. _____
2. **They are** looking forward to our visit. _____
3. My mom says **she is** glad we are going. _____
4. We know that **we are** going to have a good time. _____
5. Dad knows that **he is** going fishing. _____
6. I hope **it is** not a long drive. _____
7. **You are** going to receive a letter when I get there. _____

This week's words all begin with stressed syllables and have the **VCV** pattern in the middle: **V**owel-**C**onsonant-**V**owel. Some words divide after the consonant: VC/V (*mag/ic*). Other words divide after the first vowel: V/CV (*mu/sic*). What kind of vowel do you hear in each type of word?

BASIC

magic
paper
punish
pilot
seven
music
limit
tiger
robin
pupil
timid
tiny
polish
tuna
damage

CHALLENGE

column
robot
credit
license
novel

The **Basic Words** show two ways of using the VCV pattern. How can you tell the difference? Words with *short* vowels in the first syllable have the break after the consonant in the middle: VC/V as in *lim/it*. Words with *long* vowels in the first syllable have the break after the vowel letter: V/CV as in *ti/ny*.

1. Which words begin with short vowels and have the syllable break after the consonant in the middle of the word?

_____

_____

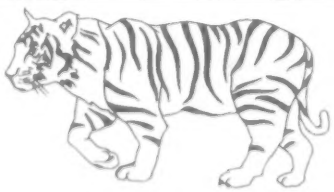
_____

2. Which words begin with long vowels and have the syllable break after the vowel letter?

_____

_____

_____



The **Challenge Words** also fit the VCV pattern. Write the words that answer each question.

3. Which words begin short vowels and have the syllable break after the consonant in the middle?

_____

4. Which words begin with long vowels and have the syllable break after the vowel letter?

_____

Basic Words

Write the Basic Word that fits in each sentence.

1. The _____ landed the plane in bad weather.
2. Each _____ in the class should listen carefully.
3. Did you _____ the old brass lamp?
4. The storm did a lot of _____ to the house.
5. I like to listen to _____ on my stereo.
6. What is the speed _____ for this road?
7. Write your story on this piece of _____.
8. A _____ was looking for worms in the yard.
9. The baby goldfish are very _____.
10. He did a _____ trick with smoke and mirrors.

Write your own sentences for the other words.

_____

_____

_____

_____

_____

Challenge Words

Write the Challenge Word that fits in each sentence.

1. A _____ was used to help build the car.
2. My brother wants to get his driver's _____.
3. Write all these words in one _____.
4. He deserves _____ for solving the mystery.
5. The author has a new _____ coming out.

Taking Notes

When you read an article in a magazine or an encyclopedia, you often want to write down some of the most important information to use in a report or composition of your own.

The best way to get information from books or magazines is to *take notes*. This means that you decide which pieces of information are most important and write down only those facts. You will remember the information better if you write it in your own words. It is also not necessary to use complete sentences in your notes.

Read the following paragraph and underline the most important bits of information.

The Panama Canal

The Panama Canal was built in 1904-14 in the country of Panama in Central America. It was constructed by the U.S. Corps of Engineers to allow ships to sail directly from the Atlantic Ocean to the Pacific Ocean. It is 51 miles long and is about 500 feet wide in most places. The Panama Canal Zone was controlled by the U.S. until 1979, when Panama took over.

Did you underline the same items given in these notes?

Notes on the Panama Canal

located in Panama in Central America
built in 1904-14 by U.S. Corps of Engineers
connected Atlantic and Pacific Oceans
51 miles long, 500 feet wide
controlled by U.S. until Panama took over in 1979

Read the following paragraph and underline the most important pieces of information.

Turtles are reptiles that can live on land or in the water. Many smaller turtles live near lakes and rivers throughout the country. The larger sea turtles spend most of their lives at sea. They come onto the beach only to sun themselves or to lay eggs.

Now write down four important bits of information.

_____

_____

_____

_____

More Contractions

Last week you saw contractions such as *I'm* and *he's* and *they're*. This week we will look at some other contractions you use all the time.

★ You often say things like "I don't know" or "I can't find it." The words *don't* and *can't* are also **contractions** that are formed by joining two words into one. An apostrophe is used to take the place of the letter that is omitted from one of the words.

The contractions *don't* and *can't* are formed by joining a verb with the word *not*. The apostrophe is always used in place of the *o* in *not*. Several important verbs can be joined with *not* to form contractions.

are not ⇨ **aren't**	is not ⇨ **isn't**	was not ⇨ **wasn't**
were not ⇨ **weren't**	do not ⇨ **don't**	can not ⇨ **can't**
did not ⇨ **didn't**	does not ⇨ **doesn't**	will not ⇨ **won't**

Look at each sentence below. After the sentence, write the contraction for the words given in boldface.

1. I **do not** know the answer. _____
2. He **is not** in school today. _____
3. Are you sure they **will not** be here? _____
4. They **did not** arrive when they planned to. _____
5. You **were not** the only one who got lost. _____
6. We **are not** going to get there on time. _____
7. She **was not** able to go to school yesterday. _____
8. They **can not** find their dog. _____
9. It **does not** look like rain today. _____

Week 23 — Suffixes in *useful, hopeless,* and *darkness*

Suffixes are syllables added to the end of words. Each suffix has its own meaning. The suffix *-ful* means "filled with something" and the suffix *-less* means "lacking something." The suffix *-ness* means "the quality or state of being something."

BASIC

useful
hopeless
darkness
helpful
endless
sickness
peaceful
harmless
kindness
careful
cloudless
illness
painful
worthless
brightness

The **Basic Words** show how suffixes change the way a word is used in the sentence. The suffixes *-ful* and *-less* change nouns to adjectives: *peace - peaceful*; *hope - hopeless*. The suffix *-ness* changes adjectives to nouns: *dark - darkness*. Write the words that answer each question.

1. Which Basic Words have the suffix *-ful* added to change nouns to adjectives?

_____

_____

2. Which words have the suffix *-less* added to change nouns to adjectives?

_____

_____

3. Which words have the suffix *-ness* added to change adjectives to nouns?

_____

_____

CHALLENGE

wonderful
thickness
motionless
thoughtful
loneliness

The **Challenge Words** also show how these suffixes can be used. Write the words that answer each question.

4. Which Challenge Words end with the suffix *-ness*?

_____

5. Which words end with the suffix *-ful* or *-less*?

_____

_____

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Basic Words

Write the Basic Word that fits in each sentence.

1. It is quiet and _____ by the lake.
2. There seemed to be an _____ line of cars.
3. They showed great _____ during his illness.
4. Be very _____ when you pick up the broken glass.
5. This broken bike is completely _____.
6. We couldn't see anything in the _____.
7. I know your toothache must be very _____.
8. That little snake won't bite. It is completely _____.
9. The _____ of the lights hurt our eyes.
10. John was very _____ when we worked together.

Write your own sentences for the other words.

_____

_____

_____

_____

_____

Challenge Words

Write the Challenge Word that fits in each sentence.

1. Did you measure the _____ of these boards?
2. We had a _____ time at the party!
3. The explorers felt great _____ in the desert.
4. The dog was as _____ as a statue.
5. It was _____ of you to offer to help.

More about Taking Notes

One good way to take notes is to follow the "W5" approach. This means that you can ask five questions beginning with *W*.

★ **What** happened? ★ **When** did it happen? ★ **Where** did it happen?
★ **Who** was involved? ★ **Why** did it happen?

Look at some news reports in your local paper. See how well they follow the pattern outlined above.

Here are some bits of information about a recent development in space research. Sometimes two or three items will help to explain what will happen or why something will be done. Decide how each item fits the *W5* pattern and then write the *W* word that applies to each one. (The first item is already given.)

1. A space probe named "Stardust" was launched. What
2. The launch took place on February 6, 1999. _____
3. The probe was launched by NASA. _____
4. It will gather samples of dust floating in space. _____
5. The probe will be gone for seven years. _____
6. It will study a comet far beyond the moon. _____
7. Scientists will find out how stars live and die. _____

This information is not organized very clearly. Decide on the best arrangement and write a paragraph that helps the reader understand what happened.

Words about Science

Here are some words you will read when you study science.

ravine	*geology*	*turquoise*
crater	*astronomy*	*energy*

Look up any words you don't know and then write the word that fits each definition.

1. A bluish-green mineral that can be polished: _____
2. Heat or electricity or other kinds of power: _____
3. A small, narrow valley with steep sides: _____
4. The study of planets and other objects in space: _____
5. The bowl-shaped hollow in a volcano: _____
6. The study of the history of the earth: _____

What other science words do you know?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Week 24 — Adding *-er* or *-or*: Changing Verbs to Nouns

You know that many verbs tell about doing things: *run*, *play*, *act*, *swim*, and so on. Some of these action verbs can be changed to nouns that tell who or what is doing something. Many verbs add *-er* to make this change, and a few verbs add *-or* to become nouns.

BASIC

runner
singer
actor
swimmer
player
inventor
farmer
sailor
performer
helper
director
leader
teacher
governor
shopper

The **Basic Words** show how the suffixes *-er* and *-or* can be added to change verbs to nouns. Notice that some words double the middle consonant when *-er* is added (***runner***). Why is this done? What familiar spelling pattern do you find here?

1. Which words double the middle consonant before adding *-er*?

_____

2. Which word that ends with *-er* has three syllables?

_____

3. Which other words end with *-er*?

_____

_____

4. Which two-syllable words end with *-or*?

_____

5. Which three-syllable words end with *-or*?

_____

CHALLENGE

announcer
supervisor
forecaster
instructor
astronomer

The **Challenge Words** show how the suffix *-or* is added to change some verbs to nouns. Write the words that answer the questions.

6. Which words end with *-or*?

_____

7. Which words end with *-er*?

_____

Basic Words

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. The _____ was able to guide the ship to land.
2. My _____ helps me with school work.
3. The _____ has appeared in many movies.
4. Our state has elected a new _____.
5. Do you know which _____ scored the winning goal?
6. Thomas Edison was a famous _____.
7. Jill was the best _____ in the race.
8. Who was the _____ of the school play?
9. Each _____ tried to save his crops from the storm.
10. She is the best _____ in the school choir.

Write your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. The weather _____ says it will rain.
2. Who is the _____ for your class?
3. He is a well-known radio _____.
4. The _____ manages workers at the plant.
5. An _____ studies planets and stars.

Writing about People

Last week you saw how the *W5* approach can be used to take notes and get information. You can use the same approach when you write about people.

Look at the statements given below. They tell about two French scientists, Marie and Pierre Curie, who lived a century ago. After each statement, write the word that tells how this statement fits the *W5* pattern: What, When, Where, Who, or Why.

1. Marie Curie—Polish scientist born in Warsaw Who
2. She moved to Paris in 1891 to study science _____
3. Her husband, Pierre Curie, helped with her scientific work _____
4. 1890's—began to study the rays produced by uranium _____
5. 1898—Marie first used the term *radioactivity* _____
6. 1903—the Curies won the Nobel Prize for physics _____
7. Their discoveries led to the use of X-rays in medicine _____
8. Marie continued to work in nuclear physics and chemistry _____

Now arrange this information in your own paragraph. Write complete sentences that will be clear to your readers.

_____

_____

_____

_____

_____

_____

_____

_____

_____

For additional practice, take notes from an encyclopedia using the *W5* approach. Get information about a famous person in science or some other area. Then use your notes to write a paragraph or two in your own words. This will help you understand the information more clearly.

Words about Social Studies

Here are some words you will read in Social Studies

frontier	*continent*	*peninsula*
nomads	*plateau*	*monsoon*

Look up any words you don't know. Then write the word that fits each definition.

1. A piece of land with water on three sides: _____
2. A broad, flat area that is higher than the surrounding land: _____
3. People who wander from place to place: _____
4. A large land area such as Asia or Africa: _____
5. A strong wind that often brings heavy rains: _____
6. An open area where few people have settled: _____

What other Social Studies words do you know?

Week 25 The Initial Sounds in *quick*, *guard*, and *squeak*

Words that begin with the /g/ sound are often spelled with *gu* as in *guess*. The letters *qu* spell the /kw/ sound at the beginning of words such as *quick*. The letters *squ* spell the /skw/ sound at the beginning of words such as *square*.

BASIC

quick
guard
squeak
quit
square
guess
quite
guest
squeal
quarter
guide
squirt
question
guilty
squeeze

The **Basic Words** show how the spellings *gu*, *qu*, and *squ* are used at the beginning of words. The *gu* spelling is often used to represent the /g/ sound. It makes a clear contrast with the /j/ sound in words such as *germ* and *giant*. Write the words that answer each question.

1. Which words begin with the /g/ sound spelled *gu*?

_____

_____

2. Which words begin with the /kw/ sound spelled *qu*?

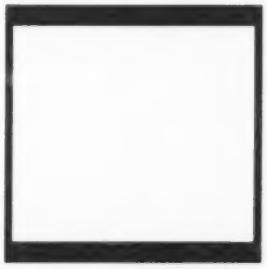
_____

_____

3. Which words begin with the /skw/ sound spelled *squ*?

_____

_____



CHALLENGE

quality
guarantee
quarrel
squad
quote

The **Challenge Words** also show how the three spelling patterns are used at the beginning of words.

4. Which words begin with the /kw/ sound spelled *qu*?

_____

5. Which words begin with *gu* or *squ*?

_____

Basic Words

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. Can you _____ how tall I am?
2. The pigs like to grunt and _____.
3. This hat is not _____ large enough.
4. The _____ led us through the museum.
5. Did you know the answer to every _____?
6. I could hear the mouse _____ and scamper.
7. The dogs stood _____ in front of the house.
8. I can't _____ any more glue from this tube!
9. We took a _____ walk around the block.
10. Don't _____ water on my new clothes!

Write your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. You shouldn't _____ with him over nothing!
2. The _____ of soldiers trained together.
3. This food is of the highest _____.
4. Is there a _____ with this new watch?
5. May I _____ what you just said?

Using the Dictionary

You already know that the top of each page in a dictionary shows the guide words for that page. These are the first and last word included on that page.

On the page itself, you see several words written in boldface. Each of these boldface words is called an **entry**. The entries are arranged in alphabetical order on the page.

Each entry is followed by the *meaning* or *definition* of the word. Sometimes a word has more than one meaning. Each meaning will have a number before it. Sometimes you will also find an *example sentence* after each meaning. Each example sentence shows how the word is used.

Here are a five entries from one page in a dictionary. Look for each entry and its definitions. Also see if there are example sentences.

gale **1.** A very strong wind. The *gale* drove the ship against the rocks. **2.** A loud outburst. The clown's funny tricks sent the children into *gales* of laughter.

gallant Good and brave. The *gallant* knight protected the kingdom from its enemies.

gallery **1.** A balcony in a theater or large hall. **2.** A room or building where works of art are shown or sold.

galley **1.** A long, low ship used in early times. A galley had sails and oars. **2.** The kitchen of a ship or aircraft.

gallon A unit of measure for liquids. A gallon equals four quarts or about 3.8 liters.

Now answer these questions about the entries you just saw.

1. What are the five entries on this page?

_____

2. Which entries have more than one definition?

_____

3. Which entries give example sentences?

_____

Look in your own dictionary and find the definitions for several entries.

Words about Math

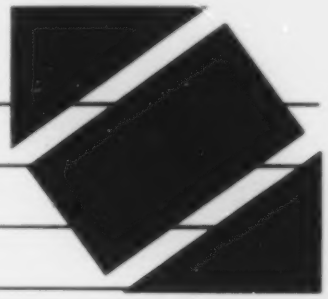
Here are some words you will read when you study math.

multiply	*polygon*	*quotient*
fraction	*decimal*	*rectangle*

Look up any words you don't know and then write the word that fits each sentence.

1. A _____ system is based on the number ten.
2. When you divide 20 by 4 the _____ is 5.
3. A _____ has three or more sides.
4. You can _____ 3 by 15 to get 45.
5. A _____ is only part of a whole number.
6. There are four right angles in a _____.

What other math words do you know?



Week 26 The Final Syllable in *butter*, *table*, and *label*

Each word in this list ends with a weak vowel sound in the final syllable. This vowel is called the **schwa** sound. It is shown by the symbol /ə/. Some words end with /ər/ as in *butter*. Other words end with /əl/. This sound may be spelled *le* as in *table* or *el* as in *label*.

BASIC

butter
table
label
ladder
title
model
lumber
nickel
candle
poster
cuddle
jewel
filter
channel
double

The **Basic Words** show three spelling patterns often used in weak syllables at the end of words. In these words, the *-er* pattern is just the last syllable of the word. It is not the same as the *-er* suffix you saw in Week 24. Write the words that answer each question.

1. Which words end with the syllable spelled *-er*?

_____

_____

2. Which words end with the syllable spelled *-le*?

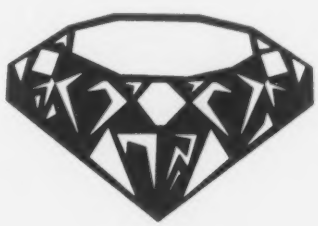
_____

_____

3. Which words end with the syllable spelled *-el*?

_____

_____



CHALLENGE

angel
falter
angle
linger
ramble

The **Challenge Words** also show these patterns at the end of words. Write the words that answer each question.

4. Which words end with the syllable spelled *-er*?

_____

5. Which words end with the syllable spelled *-le* or *-el*?

_____

Basic Words

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. I need one more _____ to pay for this gum.
2. Did you put all the dishes on the _____?
3. Let's use this old _____ to build a shed.
4. The emerald was the prettiest _____ on the necklace.
5. We can light a _____ if the lights go out.
6. Is there any _____ to go with this bread?
7. I can't read the _____ on this jar.
8. What is the _____ of the book you're reading?
9. I need a _____ to reach the top shelf.
10. Which TV _____ do you want to watch?

Write your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. The runner didn't _____ even when he got tired.
2. The baby behaved like a little _____.
3. I like to _____ after the game to see the players come out.
4. They wanted to _____ slowly through the countryside.
5. We looked at the picture from every _____.

Compound Sentences

What do you notice about these two sentences?

The cars raced around the dirt track.
Dust flew all over the place.

★ These are *simple sentences* which give two ideas that are related. The second sentence tells what happened *because* of what happened in the first sentence. When you have two related simple sentences like these, you may want to join them.

The cars raced around the dirt track, and dust flew all over the place.

When you do this, you create a *compound sentence.*

★ A **compound sentence** is made up of two simple sentences joined together. Each shorter sentence has its own subject and predicate. The two short sentences are connected by the word *and*, and a comma is usually placed just before *and.*

Here are some simple sentences that are related. Rewrite each one to form a compound sentence. Be sure to use a comma and the word *and* to join the two shorter sentences.

1. African elephants can stand thirteen feet tall.
   They can weigh over 8000 pounds.

_____

_____

2. Dolphins are related to whales.
   Most dolphins have long snouts and streamlined bodies.

_____

_____

3. My family and I went to the beach.
   We had the most fun we've ever had on vacation.

_____

_____

Words about Sports

Here are some words you will use when you read or write about sports.

helmet	*amateur*	*opponent*
umpire	*tennis*	*playoffs*

Look up any words you don't know and then write the word that fits in each sentence.

1. An _____ plays a sport just for the fun of it.
2. I can never hit the _____ ball over the net!
3. Our team's next _____ has won all of its games.
4. The _____ called a time out.
5. We won enough games to get into the final _____.
6. Each football player must wear a _____.

What other words do you use when you read or write about sports?

Some words have two separate vowel sounds between syllables. One syllable ends with one vowel sound, and the next syllable begins with a different vowel. You hear this in words such as *po/em* and *qui/et*. Notice the vowel sounds as you carefully pronounce each word.

BASIC

poem
fuel
diet
cruel
lion
ruin
duet
science
fluid
pliers
idea
duel
quiet
create
piano

CHALLENGE

triumph
studio
diagram
usual
museum

The **Basic Words** contain two different vowel sounds between syllables. Most of the words have two syllables, but two words have three syllables. Put a diagonal line between the two vowels that you find between syllables: *du/et*, *pi/ano*. Some words may be used in more than one answer.

1. Which words have long **i** or long **o** in the *first* syllable?

_____

_____

_____

2. Which words have long **u** in the *first* syllable?

_____

_____

3. Which words have stressed vowels in the *second* syllable?

_____

_____

The **Challenge Words** also have two different vowel sounds between syllables.

4. Which Challenge Words have long **i** in the *stressed* syllable?

_____

5. Which Challenge Words have long **u** in the *stressed* syllable?

_____

6. Which Challenge Word has a long vowel in the *second* syllable?

_____

Basic Words

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. The roar of the _____ was very frightening.
2. We had to write a _____ about the snow.
3. We need some _____ to bend this metal.
4. I just got a great _____ for a story!
5. It was very _____ after the thunderstorm.
6. I study _____ to learn about animals and plants.
7. The two singers performed a _____.
8. That big truck must burn a lot of _____.
9. I want to be able to play the _____.
10. I hope the rain didn't _____ the drapes.

Write your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. We saw dinosaur bones in the _____.
2. They drew a _____ to show the floor plan.
3. It is not _____ for me to wake up so early.
4. The comeback win was a great _____ for the team.
5. The artist painted many pictures in this _____.

More about Compound Sentences

Last week you saw how to write compound sentences that join two shorter simple sentences which are related. You can also combine simple sentences that show a *contrast.*

It rained a lot.
We had a good time anyway.
It rained a lot, **but** we had a good time anyway.

Use the comma and the word *but* to show contrast between the two parts of the compound sentence. The second part of the sentence tells about something that happened even though the first part seemed to say something different.

You can also combine simple sentences that give a *choice.*

You can ride with us now.
You can wait for the bus.
You can ride with us now, **or** you can wait for the bus.

Use the comma and the word **or** to show that the two parts of the compound sentence offer a choice between alternatives.

Write compound sentences that combine each set of shorter sentences given below. Use a comma and *but* to show a contrast; use a comma and *or* to show a choice.

1. Did you finish this by yourself?
   Did someone help you?

_____

2. The animal looks big and powerful.
   It is actually very shy.

_____

3. John went to the beach on vacation.
   Susan went to the mountains.

_____

4. You can go with us to the mall.
   You can stay here and watch TV.

_____

Words about Science

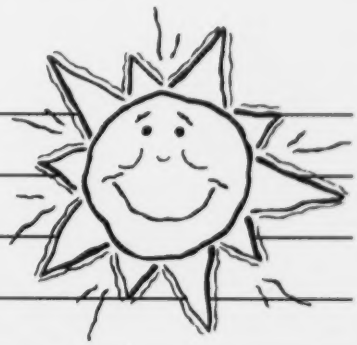
Here are some words you will read in science.

lava	*atmosphere*	*radiate*
earthquake	*hurricane*	*sediment*

Look up any words you don't know and then write the word that fits in each sentence.

1. Much light and heat _____ from the sun.
2. The _____ caused many buildings to fall.
3. Hot _____ flowed out of the volcano
4. The earth's _____ contains oxygen.
5. The powerful _____ pounded the small islands.
6. Sand and small rocks form _____ in the river bed.

What other science words do you know?



Week 28 — The Initial Sounds in *spring*, *scrape*, and *streak*

All of this week's words begin with groups of three consonants that blend smoothly together. You hear the /spr/ sound in *spring*, the /scr/ sound in *scrape*, and the /str/ sound in *streak*.

BASIC

spring
scrape
streak
sprout
screen
strap
sprawl
strike
scribble
sprain
scramble
stride
spread
scratch
straw

Each **Basic Word** begins with a group of three consonant letters. Notice the kind of vowel sound you hear in each word. Write the words that answer each question.

1. Which words begin with the letters *spr*?

_____

_____

2. Which words begin with the letters *str*?

_____

_____

3. Which words begin with the letters *scr*?

_____

_____

4. Five of the words on this list have long vowels. Which words are they?

_____

_____

CHALLENGE

structure
sprinkle
script
straggle
spruce

The **Challenge Words** also begin with groups of three letters. Write the words that answer each question.

5. Which words begin with *str*?

_____

6. Which words begin with *spr* or *scr*?

_____

Basic Words

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. We need to put a _____ in that window.
2. Did you _____ your ankle when you fell?
3. There is a big _____ of dirt on the window.
4. My little brother likes to _____ with his crayons.
5. Let's _____ these clothes out to dry.
6. Use this _____ to hold the suitcase shut.
7. Did you _____ your arm on that board?
8. My dog likes to _____ on the front porch.
9. The farmer put some dry _____ on the floor of the barn.
10. It was hard to _____ up the steep hill.

Make up your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. Did you _____ some water on the flowers?
2. Two of the cows always _____ off from the herd.
3. Do all the actors have a _____ of the play?
4. A few flowers will _____ up this room.
5. The Washington Monument is an impressive _____.

Proofreading

Here is a paragraph with several mistakes. Read it once and mark any mistakes you find. Use symbols you saw in the Writing Exercise in **Week 5**.

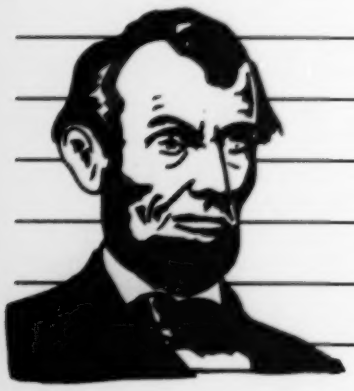
I read an interesting article about abraham lincon. He was born in kentucky and grew up in Ilinois he studied hard to become a lawyer. was elected to congres for one term. Then he ran for President and was elected in 1860. The Civil War began in the following year, Lincoln was reelected in 1864. He was shot by an acter named John Wilkes Booth in april of 1865.

Now read the paragraph a second time. Are there any words you aren't sure about? If there are some that don't look right or that are unfamiliar, look them up in a dictionary to make sure.

Also remember to check for other things that can go wrong.

- ★ Do all the sentences begin with a capital letter and end with the correct punctuation?
- ★ Are capital letters used for proper nouns?
- ★ Are there any sentence fragments or run-on sentences?
- ★ Is the paragraph indented correctly?

Now write the paragraph again with all mistakes corrected.



Words about Social Studies

Here are some words you will see when you read about Social Studies.

suburb	*college*	*highway*
migrate	*aqueduct*	*emperor*

Look up any words you don't know and then write the word that fits each definition.

1. The old Roman _____ carried water from the river to the town.
2. My brother studies at a _____ near home.
3. Many birds _____ from north to south for the winter.
4. We live in a _____ near a big city.
5. The county is building a new _____ near us.
6. The _____ was absolute ruler of his empire.

What other Social Studies words do you know?

Many two-syllable words begin with an unstressed syllable. Some of these words begin with the syllable *a-*, which has the schwa sound. Other words begin with the syllable *be-*, which sounds like /bi/.

BASIC

along
began
above
behave
about
because
alive
beneath
aloud
between
avoid
believe
alert
begun
across

CHALLENGE

amount
beware
amuse
behavior
available

The **Basic Words** give examples of the unstressed first syllables *a-* and *be-*. Look at the stressed syllable in each word. You will see many of the spelling patterns we have talked about.

1. Which words begin with *a-* and have the /ou/ or /oi/ sound in the stressed syllable?

_____

2. Which Basic Words begin with *a-* and have the /aw/ sound or a long **i** in the stressed syllable?

_____

3. Which other words begin with *a-*?

_____

4. Which Basic Words begin with *be-* and have long **a** or long **e** in the stressed syllable?

_____

_____

5. Which words begin with *be-* and have a short vowel or the /aw/ sound in the stressed syllable?

_____

The **Challenge Words** also begin with unstressed syllables.

6. Which Challenge Words begin with *a-*?

_____

7. Which words begin with *be-*?

_____

Basic Words

Write the Basic Word that fits in each sentence.

1. The plane flew high _____ the clouds.
2. We were late _____ we got lost.
3. I had to read my story _____ to the class!
4. They have _____ to work on the new house.
5. Try to _____ stepping in the mud puddles!
6. The puppies don't _____ very well.
7. I threw the ball _____ the street.
8. The tunnel goes far _____ the mountain.
9. This must weigh _____ five pounds.
10. I get awfully hungry _____ breakfast and lunch.

Write your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Write the Challenge Word that fits in each sentence.

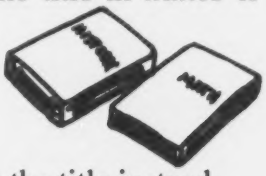
1. I spent a large _____ of money on these shoes.
2. The sign said, "_____ of the dog!"
3. The comedy didn't _____ me very much.
4. The children's _____ was very good this time.
5. More supplies will be _____ next week.

Titles of Books, Stories, and Poems

When you write about stories or anything else you have read, you want to write the titles correctly. Here is how to do it.

Titles of Books and Magazines

★ When you write the title of a complete book or magazine, use a capital letter to begin the first word and all the other important words. Also write the title in *italics* if possible. These are the slanted letters that look like handwriting.



I liked *Alice in Wonderland* by Lewis Carroll.
There was a good article in *National Geographic*.

★ If you don't have any way to print italics, then you can underline the title instead.

We read Tom Sawyer by Mark Twain.
I read an article on tennis in Sports Illustrated.

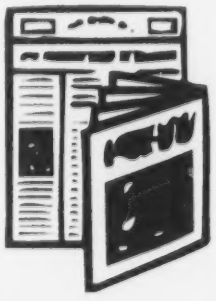
"Titles of Stories and Poems"

★ Each important word should begin with a capital letter. Do the same thing with titles of songs or magazine articles. However, you should put these titles in quotation marks to show that they are shorter items in a longer book.

I like "The Raven" by Edgar Allan Poe.
We read the short story called "The Pumpkin Pie."
We sang "America" in choir.
The article called "Climbing in the Rockies" was very good.

Write each of these titles correctly, using underlining or quotation marks.

1. newsweek (magazine) _____
2. how did they do that? (article) _____
3. breeze from the east (poem) _____
4. old folks at home (song) _____
5. my life story (book) _____
6. my trip to alaska (article) _____
7. reader's digest (magazine) _____
8. traveling through africa (book) _____



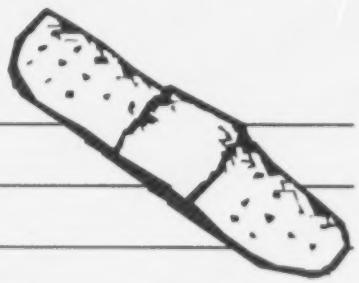
Words about Medicine

Here are some words you will see when you read about medicine.

checkup	*bandage*	*treatment*
medicine	*surgeon*	*hospital*

Look up any words you don't know and then write the word that fits in each sentence.

1. I got very good _____ when I broke my leg.
2. My uncle had to go to the _____ for an operation.
3. I don't like the taste of this _____!
4. Which _____ operated on your arm?
5. It's good to get a regular _____ from the doctor.
6. The doctor put a _____ on my scraped elbow.



What other words about medicine do you know?

Some words are difficult because they have unusual spellings. As you look at each word, see if there are certain letters that cause problems. Are there any "silent letters?" Are some of the vowels spelled in unusual ways? Underline the letters that you have to watch out for.

BASIC

answer
license
among
island
straight
instead
cousin
truly
often
rhyme
machine
friend
athlete
rhythm
obey

CHALLENGE

calendar
restaurant
capital
Wednesday
parallel

Say each **Basic Word** and notice how the vowel is spelled. Sometimes the spelling is different from other words with the same sound. Underline the vowel spelling as you write each word.

1. Which words have short **a** in the stressed syllable?

_____

2. Which words have short **e** in the stressed syllable?

_____

3. Which words have short **i** or short **u** in the stressed syllable?

_____

4. Which words have long **a** or long **e** in the stressed syllable?

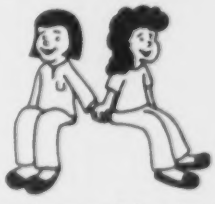
_____

5. Which words have long **i** in the stressed syllable?

_____

6. Which words have the /oo/ sound or the /aw/ sound?

_____



Say each **Challenge Word** and notice the vowel sound in the stressed syllable. Write the words that answer each question.

7. Which words have short **a** in the stressed syllable?

_____

8. Which words have short **e** in the stressed syllable?

_____

Basic Words

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. I picked this hat _____ of that one.
2. Evan is my best _____.
3. Each _____ trained hard for the race.
4. My _____ came to visit last week.
5. Do you know a word to _____ with "cabbage"?
6. What is the _____ to this question?
7. The boat stopped at a small _____ near the shore.
8. Be sure to _____ the speed limit.
9. Use this ruler to draw a _____ line.
10. How _____ do you visit your relatives?

Write your own sentences for the other Basic Words.

_____

_____

_____

_____

_____

Challenge Words

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. Use a _____ letter to begin each sentence.
2. Two _____ lines don't ever cross.
3. _____ comes in the middle of the week.
4. We went to a _____ for dinner.
5. We need a new _____ for next year.

Making an Outline

In Weeks 22-24 you saw how to take notes. You always want your notes to be organized so that you can use the information to write paragraphs that are clear.

★ The best way to organize information is to make an **outline**. This means that you pick a subject and write down the main topic for each paragraph. Then you list the most important bits of information that belong in each paragraph.

Here is an outline that shows how notes can be organized for a report about Christopher Columbus.

Christopher Columbus

I. Early Life
- A. Born in Genoa, Italy, in 1451
- B. Always wanted to be a sailor
- C. First sailed on trading ships

II. Preparing for the First Voyage
- A. Wanted to find a sea route to India and China
- B. Supported by King Ferdinand and Queen Isabella of Spain
- C. Had three ships: the *Nina*, *Pinta*, and *Santa Maria*
- D. Left Spain on August 3, 1492

III. Sailing to the West
- A. Reached land on October 12, 1492
- B. Landed on the island of San Salvador in the Caribbean Sea
- C. Did not realize he had not reached India or China

Each paragraph is marked with a Roman numeral followed by the main idea for the paragraph. The first part tells a little about Columbus's early life. The second part tells about getting ready for his first voyage, and the third part tells about the voyage itself. The details for each paragraph are marked by capital letters. Look at the outline and answer these questions.

1. How many main ideas are given in this outline? _____

2. How many details support each main idea? _____ or _____

3. How many paragraphs will you have if you use this outline for a report? _____

Practice making an outline like this for any report you write. Use this format to organize information so that it is clear. You can have as many sections in your outline as you need.

Words about Space Travel

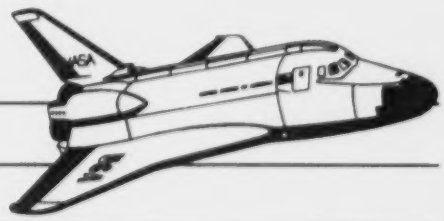
Here are some words you will see when you read about space travel and exploration.

launch	*orbit*	*capsule*
shuttle	*parachute*	*astronaut*

Look up any words you don't know and then write the word that fits in each sentence.

1. An _____ trains for a long time to learn how to fly into outer space.
2. The space _____ takes off like a rocket and lands like an airplane.
3. We watched the _____ of the rocket this morning.
4. Early spacecraft had to _____ into the ocean.
5. The earliest space _____ was big enough for only one astronaut.
6. The space shuttle can _____ the earth many times on each flight.

What other words about space flight do you know?



Spelling for Writing — Level 4

In just a few minutes a week, your child will:

- Learn to identify common, logical spelling patterns,
- Graduate quickly to more complex words,
- Become a confident, independent speller and writer!

Why Pay Attention to Spelling?

Spelling for Writing shows you how to help children discover the most important patterns and principles that govern English spelling.

- Accurate spelling contributes to the clarity of written messages.
- Spelling accuracy shows attention to detail, sending a positive message to teachers and employers.
- Spelling becomes one part of learning to write real-life messages—directions, letters, invitations, and reports.

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